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Thesis

AN EVALUATION OF A QUICK PERCEPTION METHOD
FOR SYSTEMATIC REVIEW ON PRIMER VOCABULARY

Submitted by

Doris Irene Maiorano

(B.S., New Haven State Teachers College, 1943)

In partial fulfillment of requirements for
the degree of Master of Education

1945

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✓

School of Education

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TABLE OF CONTENTS

INTRODUCTION	PAGE 1
CHAPTER I SUMMARY OF PREVIOUS RESEARCH	PAGE 2
CHAPTER II MATERIALS USED IN THE EXPERIMENT	PAGE 8
CHAPTER III THE PLAN OF THE EXPERIMENT	PAGE 17
CHAPTER IV ANALYSIS OF DATA	PAGE 21
CHAPTER V SUMMARY AND CONCLUSIONS	PAGE 34
CHAPTER VI SUGGESTIONS FOR FURTHER RESEARCH	PAGE 39
APPENDIX	PAGE 40
BIBLIOGRAPHY	PAGE 119

LIST OF TABLES

TABLE		PAGE
I	INDIVIDUAL ORAL READING INVENTORIES	21
II	TIME SCORES FOR ORAL READING INVENTORIES	23
III	SILENT READING INVENTORY	25
IV	SEX DIFFERENCES - ORAL READING INVENTORIES	26
V	SEX DIFFERENCES - TIME SCORES FOR ORAL READING	29
VI	SEX DIFFERENCES - SILENT READING INVENTORY	32



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LIST OF FIGURES

FIGURE	PAGE
I INDIVIDUAL ORAL READING INVENTORIES	22
II TIME SCORES FOR ORAL READING INVENTORIES	24
III SILENT READING INVENTORY	25
IV SEX DIFFERENCES - ORAL READING INVENTORIES	27
V SEX DIFFERENCES - TIME SCORES FOR ORAL READING	30
VI SEX DIFFERENCES - SILENT READING INVENTORY	33

INTRODUCTION

Providing adequate review for basic vocabulary often presents many problems to the classroom teacher.

Smith¹ developed and evaluated a series of quick perception exercises designed to provide a systematic review for basic vocabulary.

She found that in visual perception, word recognition, oral reading rate, and errors in oral reading the experimental group made considerable and significant gain over the control group.

Her review was based on words common to the Durrell Primary Remedial Reading Vocabulary and the Gates, Huber vocabulary for first grade.

This study measures the effect of a similar systematic review based on the one hundred and forty-three words in the Scott, Foresman primer.

It is an attempt to evaluate the effect of the exercises on:

1. the size of the vocabulary
2. the time required for oral word recognition
3. silent word recognition

¹Smith, Geraldine F., "Development and Evaluation of a Quick Perception Method in Beginning Reading," Unpublished Ed. M. Thesis, Boston University, 1941.

CHAPTER I

SUMMARY OF RELATED RESEARCH

In the various studies that have been made upon visual perception in reading, certain conclusions have been derived which are significant in relation to this study.

Valentius,¹ one of the earliest investigators, considered that every letter in a word was separately perceived.

Cattell² in his experiments at Leipsic about 1885 made the first important studies to determine what happens during the fixation pause in reading. After making hundreds of short exposures of letters, words, phrases, and sentences along with the legibility of the letters of the alphabet, he concluded that in relation to the perception process in reading the willing precedes perception and apperception. By this he means that the willing is done, thus preparing the brain cells, before the stimulus actually occurs. In this way we see a letter before we have actually seen what it is, and we may even say a word before actually having perceived it.

Cattell³ found that it took no longer to see and name a short word than it did to see and name a letter. In fact he

¹Tinker, Miles A., "Visual Apprehension and Perception in Reading," Psychological Bulletin, Vol. 26, p. 239.

²Huey, Edmund B., The Psychology and Pedagogy of Reading, Mac-Millan Co., 1908, Chapter 4.

³Cattell, J. McKee, "The Inertia of the Eye and Brain," Brain, Vol. VIII, p. 295-312.

showed that it took longer to name the single letters. The shortest exposure which would allow recognition of single small letters and capitals was adequate for the recognition of short words. He also found that long words needed but one one-thousandth of a second more time for recognition. Words when combined into sentences are perceived and read twice as rapidly as isolated ones. Therefore he concluded that we read in word wholes, phrase wholes and sentence wholes, and not by letters. Credit then goes to Cattell for having been the first to determine that the eye is capable of perceiving several letters and words at one time.

Goldscheider and Muller¹ in their studies to determine whether reading is by letter or word wholes concluded that words are made up of determining and indifferent letters. The determining letters were those letters that were perceived when a word was flashed so that the recognition was quick and accurate. The other letters, the indifferent, were then those letters that could be omitted in the word and still correct recognition would take place. These determining letters aroused the auditory image of the word, and the word was then filled out through association.

The majority of the determining letters are the first letter of a word and the consonants. Vowels are important in that they give a clue as to the number of syllables in the word but due to the forms of consonants with lines projecting above and below

¹Tinker, Miles A., "Visual Apprehension and Perception in Reading," Psychological Bulletin, 26:223-240, April, 1929.

the lines they probably give more to the characteristic form of a word which aids in recognition.

Familiarity of letter sequence aids in perception of words as wholes. The more unfamiliar the sequence is, the more the letter by letter approach is used for perception.

Thus it can be said that the time necessary for perception depends on the number of letters and the amount of familiarity with the words.

On this subject Huey says, "So reading is now by letters, now by groups of letters, or by syllables, now by word-wholes all in the same sentence sometimes, or even in the same word, as the reader may most quickly attain his purpose."¹

Erdmann and Dodge² in their studies verify and uphold Cattell's theory of perception in word-wholes. To them the chief way in which a word is recognized is through its length and its general form. The total arrangement of a word is what makes it recognizable and not its component parts.

Zeitler's³ work with similar brief exposures of letters, words and sentences was an attempt to find out what letters or groups of letters stand out as being predominant and are perceived when others aren't. It is through the apperception of

¹Huey, Edmund B., The Psychology and Pedagogy of Reading, Mac-Millan Co., 1908, p. 81.

²Ibid, p. 82-83.

³Ibid, p. 83.

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these dominating parts that words or sentences are recognized. "The word form is indeed apparently assimilated as a whole, secondarily; but primarily it is perceived only in its dominating constituent parts."

Zeitler agrees then with Goldscheider and Muller that word perception consists mainly of determining letters which are most important in producing total word form. He differs from them in his beliefs in that he concludes that certain syllable complexes are apperceived and the rest of the word is associatively filled in. These dominating "syllable complexes" which contain the sense of the words are apperceived, and the rest is supplied through association. As far as word recognition goes then Zeitler believes that word length and total form are not very important for recognition.

Zeitler and Messmer hold that the attention wanders over the letters and complexes, and that attention is centered on the dominant parts which are naturally perceived first.

Messmer¹ confirms Zeitler's findings that letters which are long enough to project over the line are usually dominating ones, with the attention centered on the upper half of the word.

The "total character of words" which Messmer analyzed consists of three factors: the breadth of letters horizontally, the height of letters vertically, and the geometric form of the letters. A word is given its characteristic total appearance

¹Ibid, pp. 93-94.

through the predominance of any of these factors.

Huey states that "the first half of a word is of considerably greater importance for perception than is the latter half... It will be recalled that the beginning of a word was regularly found to be a determining or dominating part..." This, though, does not imply that the fixation point is in the first half of the word. He also found that "the upper half of the word is obviously more important for perception than is the lower half." This, he believes, "is due rather to the words being differentiated there than below..."¹

Dearborn concluded from his various experiments on eye movements in reading "that it is only in the interval of rest or pause that visual perception is possible."² Words such as "psychology" and "physiology" which are characteristic in total form are often incorrectly read even when the context clearly shows a mistake has been made. We read words as wholes and because of this there is the repeated tendency to misread "physiology" and "psychology."

Letters and words frequently and regularly found together tend to be formed by long association into one complex whole for which certain elements are then selected as cues... When words are not regularly associated into a single unchanging group, but appear now with one word and now with another, these words, unless helped out by immediate context, must be perceived separately.³

¹Ibid, p. 96.

²Dearborn, Walter F., "The Psychology of Reading," Columbia University Contributions to Philosophy and Psychology, Vol. XIV, No. 1, March, 1906.

³Ibid, p. 44.

Payne¹ in her study to derive tentative norms on short exposures in reading concluded that the child's familiarity with a word or some elements of it determine his ability to read it. Whether the error be in the beginning sound, last sound, or the fact it is miscalled for another word, all depends on the experience the child has had with it.

Smith² studied the effect of systematic vocabulary review through the use of a quick flash method on first grade reading achievement.

In all phases of the study the control group made significant gains as well as the experimental group except for visual perception. "However, the difference between the gains made by the two groups was significantly in favor of the control group."³

Therefore this study is an attempt to measure the effect of a similar systematic review based on the words in the Scott, Foresman primer.

¹Payne, Cassie S., "The Derivation of Tentative Norms for Short Exposures in Reading," Harvard Monographs in Education, No. 10, Harvard University Press, Cambridge, 1930.

²Smith, Geraldine F., "Development and Evaluation of a Quick Perception Method in Beginning Reading," Unpublished Ed. M. Thesis, Boston University, 1941.

³Ibid, p. 40.

CHAPTER II

MATERIALS USED IN THE EXPERIMENT

The problems for constructing the materials used in the experiment were: 1) to determine the vocabulary to be used; 2) to construct the necessary contextual clues with graduated degrees of context for each word and phrase used in the review so as to center attention on meaning as well as rapid perception; 3) to write the Individual Oral Reading Inventory tests; and 4) to construct a Silent Reading Inventory test.

The exercises were built on the vocabulary, which consisted of one hundred and forty-three words from the Gray, Baruch, and Montgomery pre-primers, We Look and See, We Work and Play, We Come and Go, and the primer, Fun With Dick and Jane.¹ Since this was a systematic review of the entire vocabulary it was decided to use all the words with the exception of proper names and non-sense syllables. The vocabulary was used for the review in the exact order as it was presented in the series, which is as follows:

1	2	3	4	5
oh	and	go	play	is
look	come	down	helps	not
see	run	work	away	the
funny	jump	father	big	my
baby	up	mother	little	can

¹ Published by Scott, Foresman and Company

THE REPORT OF THE COMMISSIONER OF THE LAND OFFICE FOR THE YEAR 1900

The following is a summary of the work done by the Land Office during the year 1900. The work was divided into four main branches: (1) the purchase of land for the Government, (2) the disposal of land, (3) the management of the public lands, and (4) the administration of the office. The purchase of land for the Government was the most important branch of the work, and it was carried out in accordance with the provisions of the Act of March 3, 1879, which authorized the purchase of land for the Government at a price not exceeding \$2.50 per acre. The disposal of land was also an important branch of the work, and it was carried out in accordance with the provisions of the Act of March 3, 1879, which authorized the disposal of land for the Government at a price not exceeding \$2.50 per acre. The management of the public lands was also an important branch of the work, and it was carried out in accordance with the provisions of the Act of March 3, 1879, which authorized the management of the public lands for the Government. The administration of the office was also an important branch of the work, and it was carried out in accordance with the provisions of the Act of March 3, 1879, which authorized the administration of the office for the Government.

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1902	1,000,000	1,000,000	1,000,000	1,000,000
1903	1,000,000	1,000,000	1,000,000	1,000,000
1904	1,000,000	1,000,000	1,000,000	1,000,000

THESE FIGURES ARE APPROXIMATE

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I	two	went	kittens	bumped
makes	house	at	pig	animals
something	family	farm	cows	into
blue	fun	grandmother	wanted	talk
yellow	this	grandfather	new	soon
red	guess	say	with	that
cars	yes	pony	sat	then
boats	who	horse	ate	so
wants	no	on	pets	doll
said	are	fast	home	birthday
it	what	good	rabbits	likes
ball	do	saw	thank	our
to	too	hen	ducks	friends
me	will	eggs	good-by	boy
in	please	ran	toys	girl
we	she	have	happy	children
you	laughed	chickens	out	under
here	pretty	but	well	am
for	white	barn	must	tail
cookies	eat	they	now .	was
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The vocabulary was divided into eight words for each day's lesson, and seven for the last day. A total of eighteen days was required for the review.

Each word was then included in sentences and phrases with varying degrees of context clue. Four context clues were created for each word, three to be used in each day's lesson and the fourth to be used for review the following day after the words had been presented.

Clue I was as obvious, or highly accurate in context as possible, permitting the children to supply the necessary word from auditory perception alone although it was to be flashed at the exact moment it was to be supplied by them. For example: The flag is red, white and blue. In this way the children were able to understand the word, see it, and say it with success the first time there was contact with it.

Clue II was constructed so as to have context with a partial clue wherein there could be the possibility of two or more correct responses. This would permit the children some idea of the word but only through correct perception of the flashed word could the correct response be given. For example: The color of the sky is blue.

Clue III was constructed so as to have context but with no clue. The children at this stage must supply the word from visual perception alone. For example: It is blue.

A fourth contextual clue was constructed for review pur-

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poses which was, in most cases, of the context with partial clue type although there were some with context and no clue.

In constructing the phrases the writer thought it best to continue the use of context for the sake of interest and uniformity even though it was in most cases without clue. The words from each day's lesson along with the preceeding days, were included into phrases in sentences. The recognition of these phrases required a higher degree of perception if the words were to be read correctly when flashed. For example: Jane can jump up and down.

After the clues were constructed the obvious context clue was read aloud to two adults and three children. If the required word was not supplied from auditory perception alone the clue was reconstructed.

A copy of a single day's work follows. This gives a concise picture of how the eight words for each day's lesson were set up so that all three clues could be rotated for effective teaching. It will be noted that in all cases the last meeting of a word is that of one of context and not just quick flash. This is to insure meaning at all times.

A complete copy of the eighteen days' lessons can be found in the Appendix.

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SECOND DAYPresent words for review with partial clue

oh	When Dick suddenly fell down he said, " <u>Oh!</u> "
look	If it isn't there where else can I <u>look</u> ?
see	"What is it you see?" asked her mother.
funny	When Baby walks she looks very <u>funny</u> .
baby	A one year old child is called a <u>baby</u> .
and	Please had me the salt <u>and</u> pepper.
come	How can you <u>come</u> out if you're sick?
run	When we play tag we have to <u>run</u> .

Present words with obvious clue

1. jump	Jack be nimble, Jack be quick Jack <u>jump</u> over the candlestick.
2. up	When Mother calls me in the morning she says, "Jane, get <u>up</u> !"
3. go	Red traffic lights mean to Stop, and green mean to <u>go</u> .

Simple flash

1. up
2. go
3. jump

Present words with obvious clue

4. down A see-saw goes up and down.

CHAPTER I

THE HISTORY OF THE

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... of the ...
... of the ...
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CHAPTER II

THE HISTORY OF THE

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CHAPTER III

CHAPTER IV

THE HISTORY OF THE

5. work Before we play in school we do our work.
 6. father Children love their mother and father.

Simple flash

4. work
 5. down
 6. father

Present words with partial clue

1. jump In the spring girls like to jump rope.
 2. up When Dick let go of his balloon it floated up.
 3. go If you are going out to play may I go, too?

Present words with obvious clue

7. mother Dick and Jane live with their father and mother.
 8. play When it is a sunny day
 Boys and girls go out to play.

Simple flash

7. mother
 8. play

Present words with no clue

1. jump Children like to jump.
 2. up She looked up.
 3. go "Let us go now," said Mother.

Present words with partial clue

4. down He looked up and down.

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FROM THE DEPARTMENT OF CHEMISTRY
RE: [illegible]

THE FOLLOWING INFORMATION IS FOR YOUR INFORMATION
[illegible]

VERY TRULY YOURS,
[illegible]

CC: [illegible]
[illegible]

ALL INFORMATION CONTAINED HEREIN IS UNCLASSIFIED
DATE [illegible] BY [illegible]

5. work What kind of work do you do?
6. father Dick and his father made a boat.

Present words with partial clue

7. mother The mother cat was washing her kittens.
8. play The girls are learning how to play the piano.

Present words with no clue

4. down "Look down," she said.
5. work Do you like to work?
6. father "Where is your father?" asked the man.

Present words with no clue

7. mother She went shopping with her mother.
8. play What do you want to play?

Present phrases

Jane can jump up and down.

We can see mother and father work.

Children like to work and play.

Baby could no go down the stairs.

The following table shows the results of the experiment. The first column is the time in seconds, the second column is the distance in meters, and the third column is the velocity in meters per second.

Time (s)	Distance (m)	Velocity (m/s)
0.0	0.0	0.0
0.5	0.5	1.0
1.0	1.0	2.0
1.5	1.5	3.0
2.0	2.0	4.0
2.5	2.5	5.0
3.0	3.0	6.0
3.5	3.5	7.0
4.0	4.0	8.0
4.5	4.5	9.0
5.0	5.0	10.0

The data shows that the velocity increases linearly with time, indicating constant acceleration. The distance increases quadratically with time, which is consistent with the equations of motion for constant acceleration.

Tests

Two stories of approximately one hundred and fifty words each were written to be used as Individual Oral Reading Inventory tests, one at the beginning, and one at the close of the experiment. The identical vocabulary was used in both stories. Two stories were used because the writer felt it would be a more reliable measure. A copy of the tests can be found in the Appendix.

A Silent Reading Inventory test consisting of twenty multiple-choice questions was constructed. The words selected were from the original one hundred and forty-three words which were easily put into context. A copy of this test can also be found in the Appendix.

Description of the Machine and Lantern Slides

The Keystone Overhead Projector with Flashmeter¹ with time of exposure controlled by an adjustable dial was used for flashing the words on the screen. The various speeds for exposure were "Time", "Bulb", one second, 1/2, 1/5, 1/10, 1/25, and 1/50 of a second.

The screen used was a four foot beaded screen which was about seven feet away from the children, and slightly above the eye level so that there would be no difficulty in the children's ability to see it. The words were always flashed in the same place on the screen. This was made possible through the use of the slotted screen device.

The words and phrases to be used in the review were typed

¹ Supplied by the Keystone View Co., Meadville, Penna.

on amber cellophane, $3\frac{1}{2}$ " by 4", that had been faced on both sides with red carbon paper. A sample may be seen in the Appendix. The material had been furnished by the Keystone View Co., Meadville, Penna. Ten words were typed triple spaced in two columns on each piece of cellophane.

For use these cellophane slides were enclosed in temporary glass slides so constructed that two glass slides were taped separately and then hinged with tape at the top. In this way the cellophane slides were changed for daily use. A total of ninety-six slides (was made.

CHAPTER III

THE PLAN OF THE EXPERIMENT

Selection of the Population

The selection of the pupils for the experiment presented a problem. A school system using the Scott Foresman series and within a reasonable distance for daily traveling was necessary since the writer was to teach the exercises herself. The experimental group was finally established in one town while the control group was from another town, both using, of course, the Scott Foresman series.

Before the testing was begun the teachers, in the school from which the experimental group was to come, were informed of the plan of the experiment. Their cooperation in selecting the children was sought and readily secured.

Children from the first grades and those from the second who were having difficulty in mastering the vocabulary were recommended by the teachers for this extra review, and were given the Individual Oral Reading Inventory.

The teachers of the pupils selected for the control group knew only that the children were going to be used as such in an experiment but none of the work was outlined to them.

Testing Procedure

The writer began the preliminary testing on January 29, 1945. The Individual Oral Reading Inventory test was administered to

the children in both groups, and the errors and time required for reading were recorded by the tester on individual score sheets. The total number of children tested was one hundred and forty-three. A copy of the individual scoring sheet may be found in the Appendix, page 115. Words unknown or miscalled were listed as errors. After a delay of about five seconds on a word, the correct word was supplied by the tester. Eleanor Wilson assisted the writer in giving the Silent Reading Inventory test at the close of the experiment. The test was administered to the groups in a regular classroom situation.

Fifty children from each group were selected for the analysis of data. These children were equated only for scores on the original tests. Since the study was concerned with the effect of practice on word recognition it was felt that it was unnecessary to consider the Intelligence Quotient.

A general survey showed a similarity in the attendance records of both groups. Therefore, since the data was to be analyzed as group data, no individual records were kept.

Teaching Procedure

Each day, for eighteen consecutive school days, from February 1 to March 6, ten minutes from the regular reading period was used to carry on the systematic review. This time allotment was purely arbitrary with this writer. After eleven days' lessons there was an interruption of five days due to a school vacation. Both groups had this same vacation period. Another day was also omitted due to weather conditions but this

also applied to both groups. The time for these review lessons was between 8:45 a.m. to 10:00 a.m. The children were divided into four groups of about thirteen children each. Smaller groups would probably have been better but due to the school program and the time allotted by the writer to the teaching, larger groups were necessary.

The first day with the children the writer let them examine the machine and explained how it worked. This was to acquaint them with it so that when work was actually begun there would be no distracting elements in the mechanics of the procedure. Before the actual review started the proper names from the series were flashed on the screen for practice purposes, showing the children what was to be expected and to acquaint them with the procedure. A warning signal, such as "ready", "now", "what's this word", was given before the simple flash exposure of single words.

Each days work was presented as outlined on page 12.

If at any time the children were unable to correctly name a word it was flashed on the screen and analyzed.

The time for the recognition of the words varied on different days. In the beginning the children recognized the words and phrases flashed at a speed of one second each. Very quickly the speed was reduced to one-half second. From the eighth day through the thirteenth the words were recognized at one-half and one-fifth of a second, while the phrases were recognized at one-half second. On the fourteenth and fifteenth days the

words were recognized at a speed of one-fifth and one-tenth of a second with phrases recognized in one-fifth of a second. From the sixteenth to the eighteenth days some words were recognized with speeds of one-twenty-fifth of a second, although the speed one-tenth was most frequent.

The writer knows of no reason why there is a change in the speed of recognition.

1. The first part of the document is a letter from the President of the United States to the Congress, dated January 3, 1801. It is a very important document, as it contains the President's first message to the Congress. The letter is written in a very formal and dignified style, and it is one of the most important documents in the history of the United States. It is a document that has been read and studied by many generations of Americans, and it is a document that has played a major role in the development of the United States. The letter is a very important document, and it is one of the most important documents in the history of the United States.

2. The second part of the document is a letter from the President of the United States to the Congress, dated January 3, 1801. It is a very important document, as it contains the President's first message to the Congress. The letter is written in a very formal and dignified style, and it is one of the most important documents in the history of the United States. It is a document that has been read and studied by many generations of Americans, and it is a document that has played a major role in the development of the United States. The letter is a very important document, and it is one of the most important documents in the history of the United States.

CHAPTER IV

ANALYSIS OF DATA

This study was an attempt to measure the effect of a systematic review based on the Scott, Foresman primer vocabulary.

The data were analyzed to evaluate the effect of the planned exercises on:

1. the size of the vocabulary
2. the time required for oral word recognition
3. silent word recognition

Sex differences were also studied for these same three functions.

TABLE I

Table I shows the results on the Individual Oral Reading Inventory tests.

Individual Oral Reading Inventories								
Group	Test	No.	Mean Errors	S.D.	SE.m	Diff.of M.	S.E. diff.	C.R.
Exper.	I	50	42.90	25.52	3.61	2.30	5.07	.45
Control	I	50	40.60	25.19	3.56			
Exper.	II	50	21.00	17.81	2.52	6.90	3.91	1.76
Control	II	50	27.90	21.19	3.00			

The mean number of errors for Test I for the Experimental Group was 42.90 compared with 40.60 for the Control group. The critical ratio was .45. The chances are 67 out of 100 that this is statistically significant in favor of the Control group.

At the end of the experiment the mean number of errors for

THE STATE OF NEW YORK

IN SENATE

JANUARY 1, 1901

REPORT OF THE COMMISSIONERS OF THE LAND OFFICE
IN RESPONSE TO A RESOLUTION PASSED BY THE SENATE
MAY 1, 1899

ALBANY: PUBLISHED BY THE STATE OF NEW YORK
PRINTED BY THE STATE OF NEW YORK
1901

COMMISSIONER OF THE LAND OFFICE

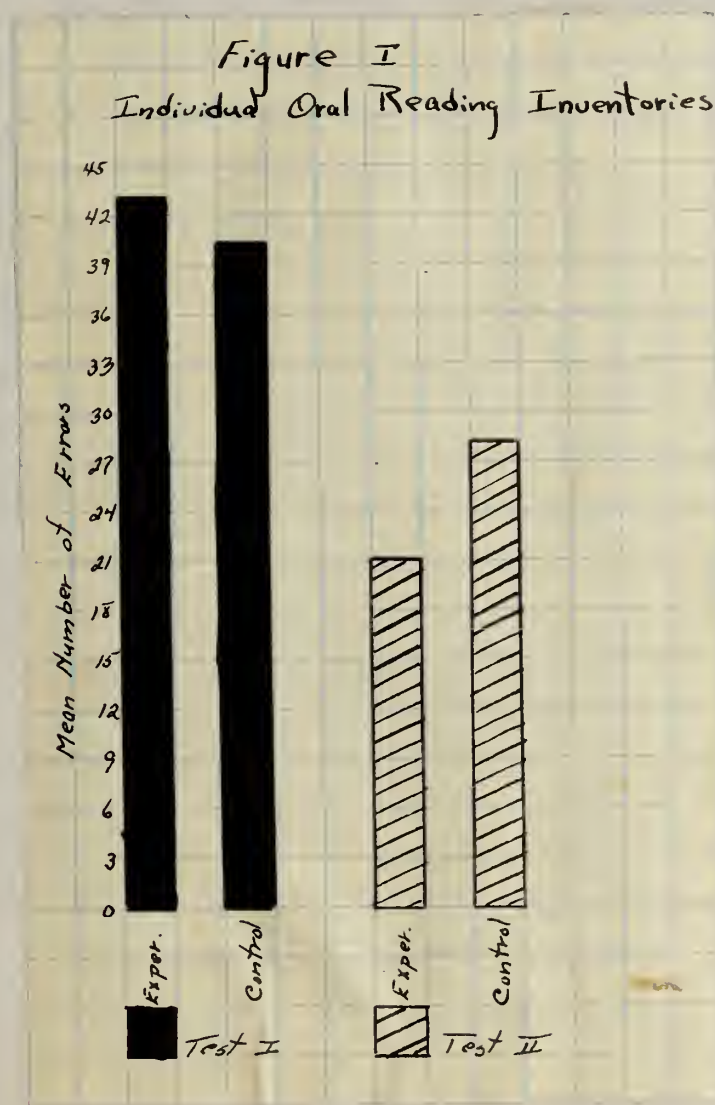
STATE OF NEW YORK	LAND OFFICE	REPORT	1901
1	2	3	4
5	6	7	8
9	10	11	12

THE STATE OF NEW YORK
LAND OFFICE
REPORT
1901

Test II for the Experimental group was 21.00, compared with 27.90 for the Control group. The critical ratio of 1.76 shows there are 96 out of 100 chances that this is a true difference in favor of the Experimental group.

FIGURE I

Figure I shows the change in the oral reading inventory scores.



While the mean score was superior for the Control group at the beginning of the experiment, the final score showed the Experimental group superior.

TABLE II

Table II shows the time scores for both groups on the Individual Oral Reading Inventories.

Time

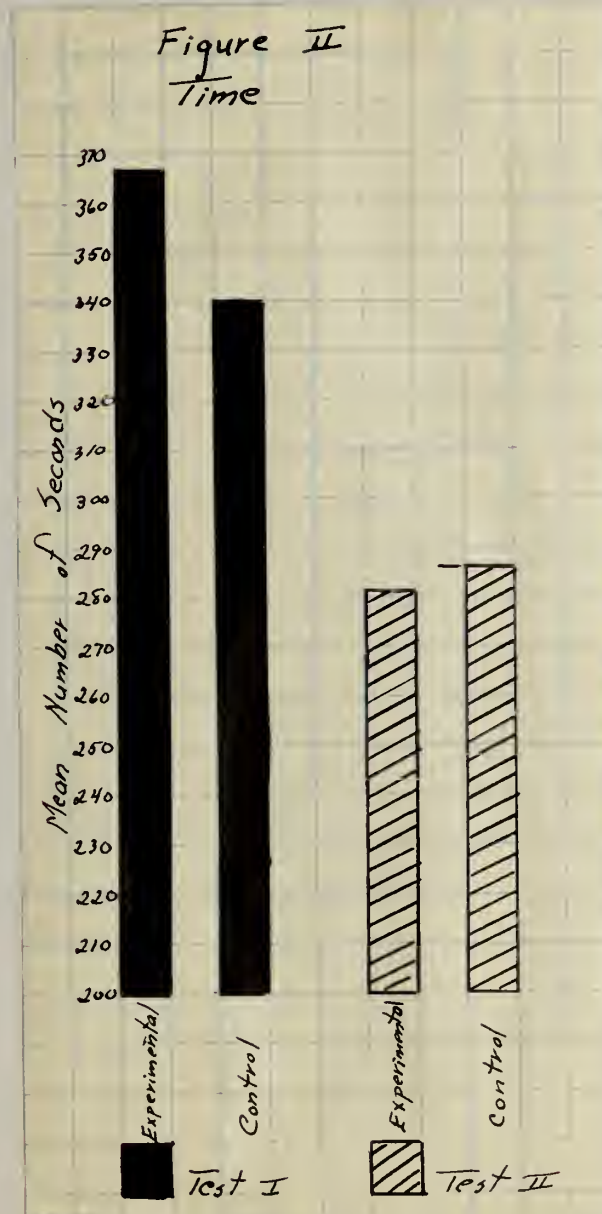
Group	Test	No.	Mean Sec. for Read.	S.D.	S.E. _m	Diff. of M.	S.E. _{diff.}	C.R.
Exper.	I	50	367.60	173.55	24.54	27.20	29.63	.92
Control	I	50	340.40	117.37	16.60			
Exper.	II	50	281.60	132.55	18.75	4.20	25.59	.16
Control	II	50	285.80	123.11	17.42			

The mean score for Test I was 367.60 seconds for the Experimental group compared with 340.40 for the Control group. The critical ratio being .92 showed there were 82 out of 100 chances that this was a true difference in favor of the Control group.

Test II shows a mean score of 281.60 seconds for the Experimental group and a mean score of 285.80 seconds for the Control group with a critical ratio of .16. This difference is not statistically significant but the chances are 56 out of 100 that this difference is statistically significant in favor of the Experimental group.

FIGURE II

Figure II shows the time scores for both groups on the Individual Oral Reading Inventory tests.



While the mean score was superior for the Control group at the beginning of the experiment, the final score showed the Experimental group superior.

TABLE III

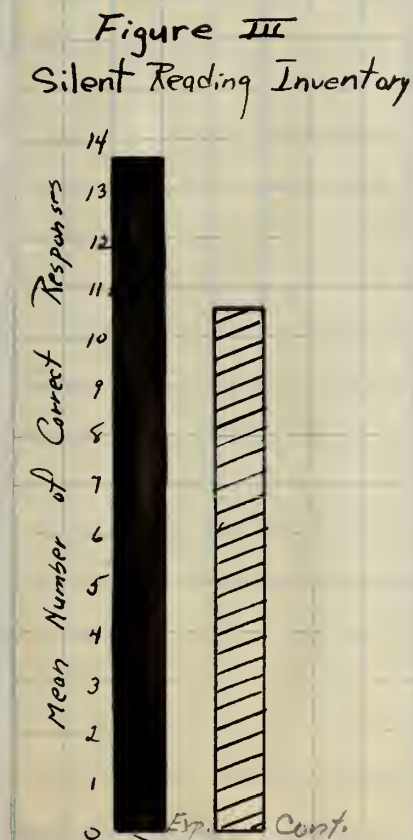
Table III shows the scores on the Silent Reading Inventory test.

Silent Reading Inventory								
Group	Test	No.	Mean	S.D.	S.E. _m	Diff. of M.	S.E. diff.	C.R.
Exper.	II	50	13.48	4.56	.64			
Control	II	50	10.76	4.51	.78	2.72	1.01	2.69

The mean score of correct responses for the Experimental group was 13.48, compared with 10.76 for the Control group. The critical ratio is 2.69. The chances are 99 out of 100 that this is statistically significant in favor of the Experimental group.

FIGURE III

Figure III shows the Silent Reading Inventory scores.



The mean score for the Experimental group was superior to the Control group.

TABLE IV

Table IV shows the sex differences on the Individual Oral Reading Inventory tests.

Sex Differences - Oral Reading Inventories									
Gr.	Sex	Test	No.	Mean errors	S.D.	S.E. _m	Diff. of M.	S.E. _{diff.}	C.R.
Exp.	G.	I	25	44.20	20.72	4.14	2.60	7.21	.36
Exp.	B.	I	25	41.60	29.49	5.90			
Exp.	G.	II	25	19.20	13.70	2.74	3.60	4.99	.73
Exp.	B.	II	25	22.80	20.88	4.18			
Con.	G.	I	21	39.05	25.29	5.52	2.68	7.22	.37
Con.	B.	I	29	41.73	25.10	4.66			
Con.	G.	II	21	26.91	21.52	4.69	1.37	5.61	.24
Con.	B.	II	29	28.28	16.37	3.04			

The mean number of errors for the girls of the Experimental group on the Individual Oral Reading Inventory test at the beginning was 44.20, compared to 41.60 for the boys; on the final reading test the mean number of errors for the girls of the Experimental group was 19.20, compared to 22.80 for the boys.

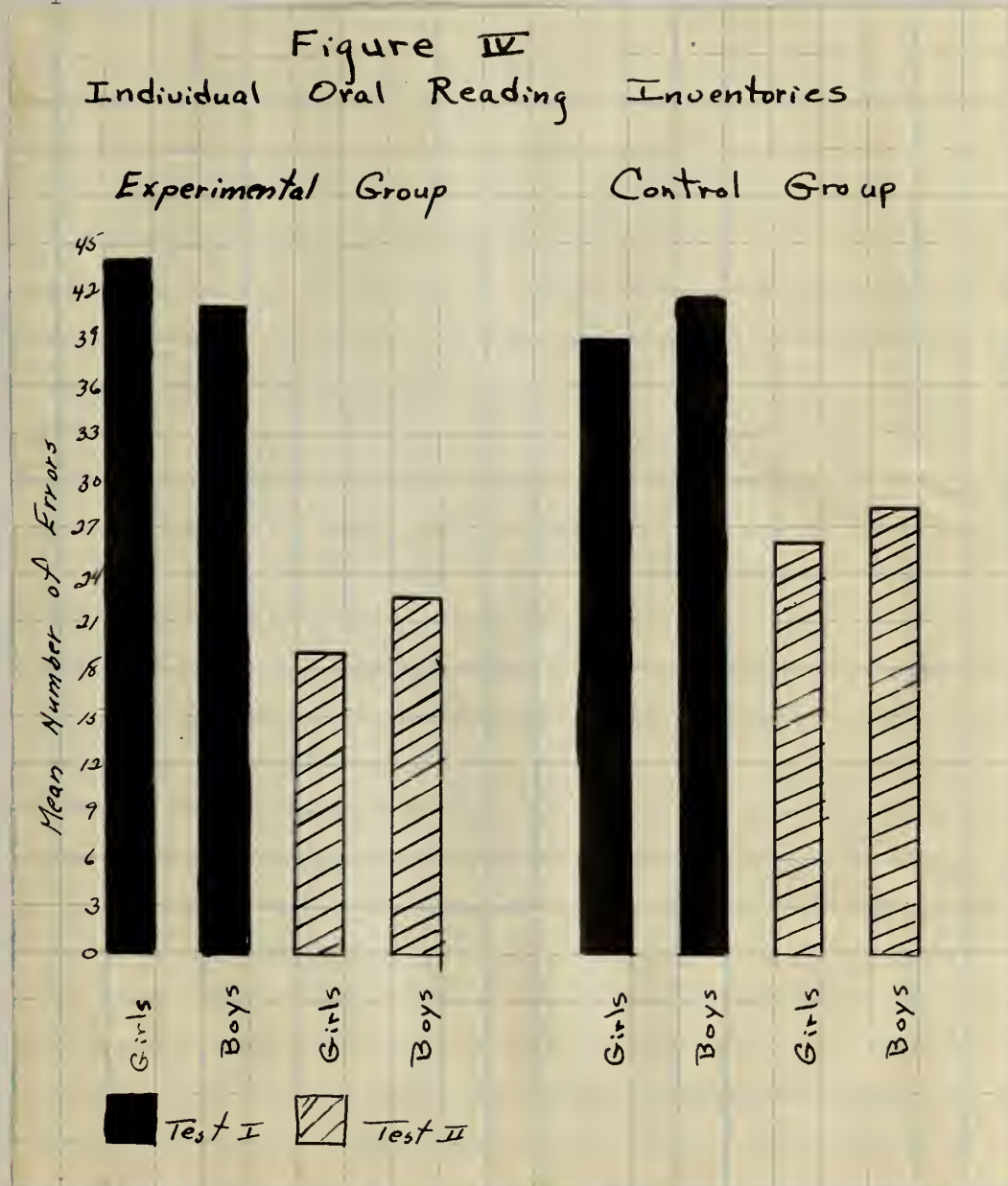
The differences in neither case were statistically significant but in the beginning the scores were in favor of the boys and in the end they were in favor of the girls.

The mean number of errors for the girls of the Control group on the Individual Oral Reading Inventory test at the beginning was 39.05, compared to 41.73 for the boys; on the final reading test the mean number of errors for the girls of the Control group was 26.91, compared to 28.80 for the boys.

The differences in neither case were statistically significant but in both tests the scores were in favor of the girls.

FIGURE IV

Figure IV shows the change in the oral reading inventory scores for the boys and girls in both the Experimental and Control groups.



While the mean score of errors for the boys of the Experimental group was superior at the beginning, the results at the end showed the girls superior.

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The mean score of errors for the girls of the Control group was superior at the beginning of the experiment and was also superior at the end of the experiment.

TABLE V

Table V shows the sex differences in relation to the time for reading.

Sex Differences - Time for Reading

Gr.	Sex	Test	No.	Mean sec.	S.D.	S.E. _m	Diff. of M.	S.E. _{diff.}	C.R.
Exp.	G.	I	25	374.00	176.28	35.26	11.40	49.20	.23
Exp.	B.	I	25	362.60	171.56	34.31			
Exp.	G.	II	25	274.80	123.02	24.60	14.00	36.28	.39
Exp.	B.	II	25	288.80	133.37	26.67			
Con.	G.	I	21	347.86	140.31	30.62	1.28	35.48	.04
Con.	B.	I	29	349.14	95.53	17.92			
Con.	G.	II	21	287.62	128.72	28.09	21.24	30.89	.69
Con.	B.	II	29	266.38	69.17	12.84			

The mean score for the girls of the Experimental group on the Individual Oral Reading Inventory test at the beginning was 374.00 seconds, compared to 362.60 for the boys; on the final test the mean score for the girls was 274.80, compared to 288.80 for the boys.

Neither difference was statistically significant, but in the beginning it was in favor of the boys, and in the end in favor of the girls.

The mean score for the girls of the Control group on the Individual Oral Reading Inventory test at the beginning was 347.86 seconds, compared to 349.14 for the boys; on the final test the mean score for the girls was 287.62, compared to 266.38 for the boys.

Neither difference was statistically significant, but in the beginning it was in favor of the girls, and in the end in favor of the boys.

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1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

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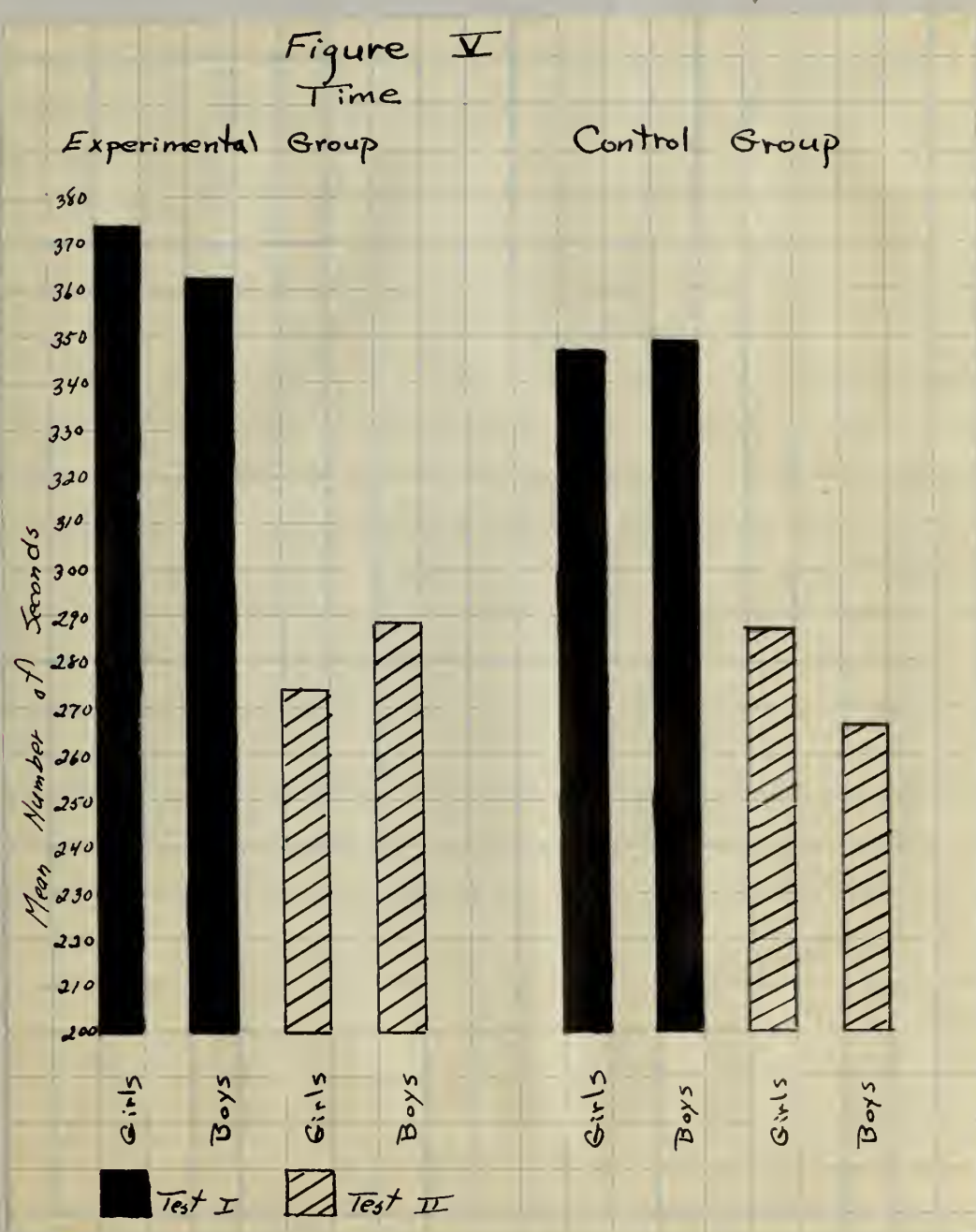
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FIGURE V

Figure V shows the time scores for the boys and girls of both the Experimental and Control groups.



While the mean number of seconds was superior for the boys

of the Experimental group at the beginning of the experiment, the final score showed the girls superior.

Although the mean number of seconds for the girls of the Control group was superior at the beginning, the final score showed the boys superior.

TABLE VI

Table VI shows the sex differences on the scores of the Silent Reading Inventory test.

Sex differences- Silent Reading Inventory

Gr.	Sex	Test	No.	Mean correct	S.D.	S.E. _m	Diff. of M.	S.E. _{diff.}	C.R.
Exp.	G.	II	25	14.24	3.52	.70			
Exp.	B.	II	25	12.72	5.14	1.03	1.52	1.27	1.20
Con.	G.	II	21	11.52	5.45	1.89			
Con.	B.	II	29	10.21	4.77	.88	1.31	2.08	.63

The mean score of correct responses for the girls of the Experimental group for the Silent Reading Inventory test was 14.24, compared to 12.72 for the boys. The critical ratio was 1.20. This shows the chances are 88 out of 100 that this is statistically significant in favor of the girls.

The mean score of correct responses for the girls of the Control group for the Silent Reading Inventory test was 11.52, compared to 10.21 for the boys. The critical ratio was .63. This shows the chances are 73 out of 100 that this is statistically significant in favor of the girls.

TABLE

of the results of the experiments on the effect of the temperature of the water on the rate of the reaction

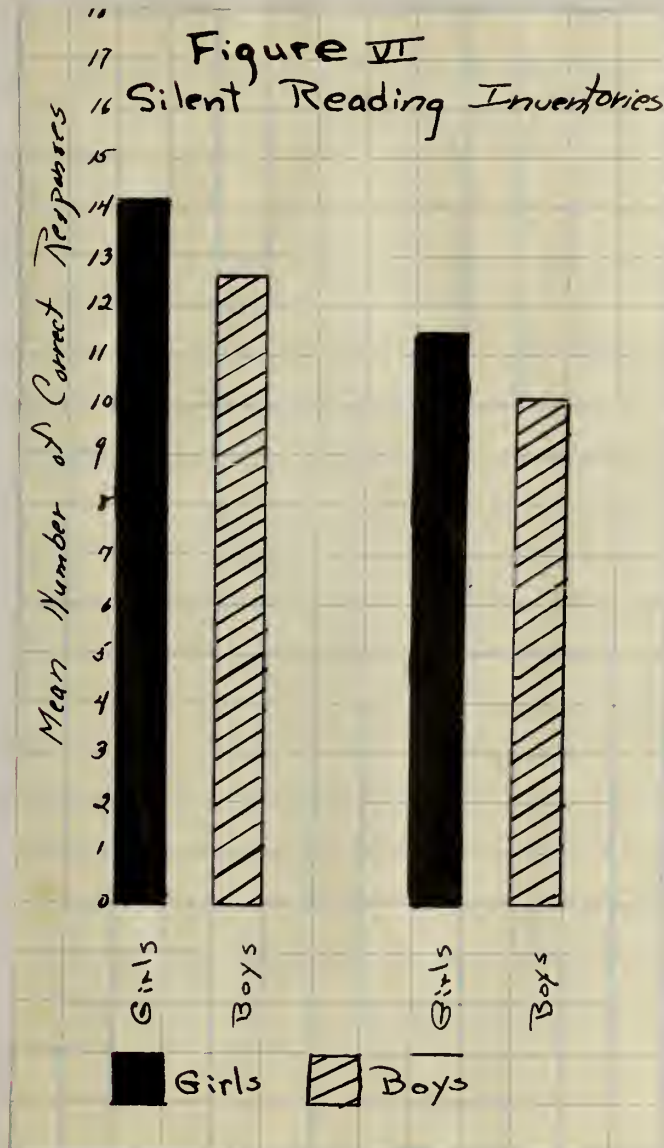
between the potassium permanganate and the oxalic acid

Temperature of water, °C.		Time, minutes		Rate of reaction, g. per liter per minute	
10	20	10	15	0.01	0.02
20	30	10	15	0.02	0.03
30	40	10	15	0.03	0.04
40	50	10	15	0.04	0.05
50	60	10	15	0.05	0.06
60	70	10	15	0.06	0.07
70	80	10	15	0.07	0.08
80	90	10	15	0.08	0.09
90	100	10	15	0.09	0.10

The results of the experiments show that the rate of the reaction between the potassium permanganate and the oxalic acid increases with the temperature of the water. The rate of reaction is highest at 100°C. and lowest at 10°C. The rate of reaction is also affected by the concentration of the reactants. The rate of reaction is highest when the concentration of the potassium permanganate is high and the concentration of the oxalic acid is low. The rate of reaction is lowest when the concentration of the potassium permanganate is low and the concentration of the oxalic acid is high. The rate of reaction is also affected by the presence of a catalyst. The rate of reaction is highest when a catalyst is present and lowest when no catalyst is present.

FIGURE VI

Figure VI shows the Silent Reading Inventory scores for the boys and girls of both the Experimental and Control groups.



The mean scores were superior for the girls of both the Experimental and Control groups.

CHAPTER V

SUMMARY AND CONCLUSIONS

This study was an attempt to measure the effect of a systematic review on the Scott, Foresman primer vocabulary.

Exercises for quick perception for the systematic review were built on the primer vocabulary of one hundred and forty-three words.

Two stories of approximately one hundred and fifty words each were written to be used as Individual Oral Reading Inventories. A Silent Reading Inventory test was also constructed.

These tests were given on January 29, 30, and 31, 1945 to one hundred and forty-three first and second grade children of which one hundred were selected for the analysis of data. The children were divided into two groups of fifty children each.

One group was given the systematic vocabulary review for eighteen consecutive school days as part of their reading program. The other group was not affected in any way other than its regular program.

At the beginning and close of the experiment both groups were given Individual Oral Reading Inventory tests. At the close a Silent Reading Inventory test was given.

The data were analyzed for:

1. the size of the vocabulary
2. the time required for oral word recognition
3. silent word recognition

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CONCLUSIONS

The effect on the reading scores

I. In general in all cases at the beginning of the experiment the Control group was superior, and at the end the Experimental group was superior.

A. The initial individual oral reading test showed the Control group superior to the Experimental group. The mean number of errors being 40.60 for the Control group and 42.90 for the Experimental group. At the close of the experiment the mean number of errors was 21.00 for the Experimental group and 27.90 for the Control group.

While this difference was not statistically significant it showed a substantial gain in favor of the Experimental group.

B. The initial time score showed the Control group superior to the Experimental group. The mean number of seconds being 340.40 for the Control group and 367.60 for the Experimental group.

At the close of the experiment the mean number of seconds was 281.60 for the Experimental group and 285.80 for the Control group.

While this difference was not statistically significant it showed a gain in favor of the Experimental group.

REPORT OF THE

COMMISSIONERS OF THE LAND OFFICE, IN RESPONSE TO A RESOLUTION OF THE HOUSE OF REPRESENTATIVES, PASSED MARCH 10, 1874, RELATIVE TO THE LANDS BELONGING TO THE UNITED STATES.

ALBANY: J. B. LEECH, 1874.

THE LANDS BELONGING TO THE UNITED STATES, AND THE PROCEEDINGS OF THE COMMISSIONERS OF THE LAND OFFICE, IN RESPONSE TO A RESOLUTION OF THE HOUSE OF REPRESENTATIVES, PASSED MARCH 10, 1874, RELATIVE TO THE LANDS BELONGING TO THE UNITED STATES.

ALBANY: J. B. LEECH, 1874.

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- C. At the end of the experiment the silent reading inventory scores showed the Experimental group superior to the Control group. The mean score being 13.48 for the Experimental group and 10.76 for the Control group. The critical ratio was 2.69.

While this difference was not statistically significant the chances are 99 out of 100 that this is statistically significant in favor of the Experimental group.

Sex differences

- A. The initial individual reading test showed the boys of the Experimental group superior to the girls. The mean number of errors being 41.60 for the boys and 44.20 for the girls.

At the close of the experiment the mean number of errors was 22.80 for the boys and 19.20 for the girls.

While this difference was not statistically significant it showed a substantial gain in favor of the girls.

- B. The initial individual reading test showed the girls of the Control group superior to the boys. The mean number of errors being 39.05 for the girls and 41.73 for the boys.

At the close of the experiment the mean number of

errors was 26.91 for the girls and 28.28 for the boys. While this difference was not statistically significant it showed a gain in both cases but was in favor of the girls.

- C. The initial time score showed the boys of the Experimental group superior to the girls. The mean number of seconds being 362.60 for the boys and 374.00 for the girls.

At the close of the experiment the mean number of seconds was 288.80 for the boys and 274.80 for the girls.

While this difference was not statistically significant it showed a substantial gain in favor of the girls.

- D. The initial time score showed the girls of the Control group superior to the boys. The mean number of seconds being 347.86 for the girls and 349.14 for the boys.

At the close of the experiment the mean number of seconds was 287.62 for the girls and 266.38 for the boys.

While this difference was not statistically significant it showed gain in favor of the boys.

- E. At the close of the experiment the Silent Reading Test showed the girls of the Experimental group

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superior to the boys. The mean number of correct responses being 14.24 for the girls and 12.72 for the boys.

While this difference was not statistically significant it was in favor of the girls.

- F. At the close of the experiment the Silent Reading Test showed the girls of the Control group superior to the boys. The mean number of correct responses being 11.52 for the girls and 10.21 for the boys. While this difference was not statistically significant it was in favor of the girls.
- G. In both cases the girls of each group were superior in the Silent Reading Test.

1. The first part of the paper is devoted to a general discussion of the problem.

2. In the second part, we consider the case of a single particle.

3. The third part is devoted to the case of a system of particles.

4. In the fourth part, we consider the case of a continuous medium.

5. The fifth part is devoted to the case of a system of continuous media.

6. In the sixth part, we consider the case of a system of particles and continuous media.

7. The seventh part is devoted to the case of a system of particles and continuous media.

8. In the eighth part, we consider the case of a system of particles and continuous media.

9. The ninth part is devoted to the case of a system of particles and continuous media.

10. In the tenth part, we consider the case of a system of particles and continuous media.

11. The eleventh part is devoted to the case of a system of particles and continuous media.

12. In the twelfth part, we consider the case of a system of particles and continuous media.

13. The thirteenth part is devoted to the case of a system of particles and continuous media.

14. In the fourteenth part, we consider the case of a system of particles and continuous media.

15. The fifteenth part is devoted to the case of a system of particles and continuous media.

16. In the sixteenth part, we consider the case of a system of particles and continuous media.

17. The seventeenth part is devoted to the case of a system of particles and continuous media.

18. In the eighteenth part, we consider the case of a system of particles and continuous media.

19. The nineteenth part is devoted to the case of a system of particles and continuous media.

20. In the twentieth part, we consider the case of a system of particles and continuous media.

21. The twenty-first part is devoted to the case of a system of particles and continuous media.

22. In the twenty-second part, we consider the case of a system of particles and continuous media.

CHAPTER VI

SUGGESTIONS FOR FURTHER RESEARCH

1. To repeat this experiment in attempting to evaluate the effect of the exercises on:
 - a) the size of the vocabulary
 - b) the time required for oral word recognition
 - c) silent word recognitionwith a population of two hundred and fifty.
2. To use the exercises from this study with the lessons taught on alternate days for a period of six weeks.
3. To use the Flash-meter with the same or similiar exercises for beginning teaching purposes.

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APPENDIX

41

Scott, Foresman Series

Pre-primers

We Look and See

We Work and Play

We Come and Go

Primer

Fun With Dick and Jane

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FIRST DAY

Present words with obvious clue

1. oh The plane flew down so very low
 That all the children cried out oh!
2. look Before you cross the street you should look
 both ways.
3. see I can see the boat. Can you see it?

Simple flash

1. look
2. oh
3. see

Present words with obvious clue

4. funny The pictures in the book made the children laugh
 because they were so funny.
5. baby A very young child is called a baby.
6. and Mother bought cookies and milk at the store.

Simple flash

4. funny
5. and
6. baby

Present words with partial clue

1. oh When Dick is surprised he says oh!
2. look Jane lost her ball so she started to look for it.
3. see Do you see the airplane?

TABLE I

Summary of the data for the first three years

1. Total number of cases	100
2. Number of cases by sex	50
3. Number of cases by age	50
4. Number of cases by race	50
5. Number of cases by occupation	50

Summary of the data for the last three years

1. Total number of cases	100
2. Number of cases by sex	50
3. Number of cases by age	50
4. Number of cases by race	50
5. Number of cases by occupation	50

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Summary of the data for the last three years

1. Total number of cases	100
2. Number of cases by sex	50
3. Number of cases by age	50
4. Number of cases by race	50
5. Number of cases by occupation	50

Present words with obvious clue

7. come I can't go over to your house so will you come over to mine?
8. run When Dick and Jane had a race they had to run fast.

Simple flash

7. come
8. run

Present words with no clue

1. oh "Oh," said the baby.
2. look Please look.
3. see What do you see?

Present words with partial clue

4. funny The circus dogs did many funny tricks.
5. baby Mother was rocking the baby to sleep.
6. and Let's go out and play.

Present words with partial clue

7. come Where did he come from?
8. run The dog saw the cat and started to run after it.

Present words with no clue

4. funny The clowns were very funny.
5. baby Where is the baby?
6. and In school we use pencils and paper; crayons and paint.

THE HISTORY OF THE

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Present words with no clue

7. come Mother called me and said, "Come here."
8. run How fast can you run?

Present phrases

Jane said, "Come and run."
Baby pointed to the dog and said, "Oh, look."
"See our funny baby," said Dick.

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SECOND DAY

Present words for review with partial clue

Oh	When Dick suddenly fell down he said, " <u>Oh!</u> "
look	If it isn't there where else can I <u>look</u> ?
see	"What is it you <u>see</u> ?" asked her mother.
funny	When Baby walks she looks very <u>funny</u> .
baby	A one year old child is called a <u>baby</u> .
and	Please hand me the salt <u>and</u> pepper.
come	How can you <u>come</u> out if you're sick?
run	When we play tag we have to <u>run</u> .

THE HISTORY OF THE

1. The first part of the history is the story of the	100
2. The second part of the history is the story of the	100
3. The third part of the history is the story of the	100
4. The fourth part of the history is the story of the	100
5. The fifth part of the history is the story of the	100
6. The sixth part of the history is the story of the	100
7. The seventh part of the history is the story of the	100
8. The eighth part of the history is the story of the	100

SECOND DAY

Present words with obvious clue

1. jump Jack be nimble, Jack be quick
Jack jump over the candlestick.
2. up When Mother calls me in the morning she says,
"Jane, get up!"
3. go Red traffic lights mean to Stop, and green mean
to Go.

Simple flash

1. up
2. go
3. jump

Present words with obvious clue

4. down A see-saw goes up and down.
5. work Before we play in school we do our work.
6. father Children love their mother and father.

Simple flash

4. work
5. down
6. father

Present words with partial clue

1. jump In the spring girls like to jump rope.
2. up When Dick let go of his balloon it floated up.
3. go If you are going out to play may I go too?

Present words with obvious clue

7. mother Dick and Jane live with their father and mother.
8. play When it is a sunny day
Boys and girls go out to play.

Simple flash

7. mother
8. play

Present words with no clue

1. jump Children like to jump.
2. up She looked up.
3. go "Let us go now," said Mother.

Present words with partial clue

4. down He looked up and down.
5. work What kind of work do you do?
6. father Dick and his father made a boat.

Present words with partial clue

7. mother The mother cat was washing her kittens.
8. play The girls are learning how to play the piano.

Present words with no clue

4. down "Look down," she said.
5. work Do you like to work?
6. father "Where is your father?" asked the man.

Present words with no clue

7. mother She went shopping with her mother.
8. play What do you want to play?

Present phrases

Jane can jump up and down.

We can see mother and father work.

Children like to work and play.

Baby could not go down the stairs.

Present words with no clue

7. mother She went shopping with her mother.
8. play What do you want to play?

Present phrases

Jane can jump up and down.

We can see mother and father work.

Children like to work and play.

Baby could not go down the stairs.

Table 1

Summary of the results of the experiments

Experiment	Results
1. The effect of the amount of the substance on the rate of reaction.	The rate of reaction increases with the amount of the substance.
2. The effect of the temperature on the rate of reaction.	The rate of reaction increases with the temperature.
3. The effect of the concentration of the reactants on the rate of reaction.	The rate of reaction increases with the concentration of the reactants.
4. The effect of the surface area of the solid reactant on the rate of reaction.	The rate of reaction increases with the surface area of the solid reactant.
5. The effect of the catalyst on the rate of reaction.	The rate of reaction increases with the catalyst.
6. The effect of the solvent on the rate of reaction.	The rate of reaction increases with the solvent.
7. The effect of the pressure on the rate of reaction.	The rate of reaction increases with the pressure.

THIRD DAY

Present words with obvious clue

1. helps After supper Jane's Mother washes the dishes and Jane always helps her.
2. away Dick said, "Spot is gone. He has run away."
3. big Now he is a little pig
But soon he will be very big.

Simple flash

1. away
2. big
3. helps

Present words with obvious clue

4. little Some people are big and some are little.
5. is "Is Dick a good helper at school?", Mother asked his teacher. "Yes, he is."
6. not No, I will not go with you.

Simple flash

4. little
5. not
6. is

Present words with partial clue

1. helps What does he do when he helps you?
2. away His balloon was blown away.
3. big "Is your dog very big?", asked Jane.

Present words with obvious clue

7. the "Where are the crayons?", asked Dick. Mother said, "They are in the closet."
8. my "Is he your brother?", asked Dick. "Yes, he is my brother," said Billy.

Simple flash

7. the
8. my

Present words with no clue

1. helps On Saturday he helps his father.
2. away Away he went.
3. big "My dog is big," said Dick.

Present words with partial clue

4. little Jack will be here in a little while.
5. is "Do you know where he is?"
6. not When the Little Red Hen asked who would help her make the bread the pig said, "Not I!"

Present words with partial clue

7. the The bird's nest is in the tree.
8. my Petting his dog Dick said, "I'm glad your my pet."

Present words with no clue

4. little He found his little soldier.
5. is "What is it?", asked Jane.
6. not Let's not run today.

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Present words with no clue

7. the "Who is the man on the corner?"
8. my "Give me my book," said the girl.

Present phrases

Father is big; Baby is little.

Dick's mother is away.

My ball is not big.

She helps my mother.

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AND THE
ROYAL SOCIETY OF MEDICAL AND PHYSICAL SCIENCES

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Printed in Great Britain

FOURTH DAYPresent words for review with partial clue

- helps After eating supper Jane always helps with the dishes.
- away "How far away does your grandmother live?"
- big The truck was heavy and big.
- little In a small house she could have only a little dog.
- is "Something is bothering you. What is the matter?"
- not Dick's answer was wrong, it was not right.
- the "Where did you put the football?"
- my Dick said, "Spot is my dog."

TABLE

OF THE CONTENTS OF THE VOLUMES

OF THE HISTORY OF THE UNITED STATES

OF THE UNITED STATES

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OF THE UNITED STATES

FOURTH DAY

Present words with obvious clue

1. can "Can you roller skate?" "Yes, I can."
2. find "I lost my doll," said Jane. "Will you help me find it?"
3. I "Will you feed the gold-fish?", Miss Smith asked Dick. "Yes, I will," said Dick.

Simple flash

1. find
2. I
3. can

Present words with obvious clue

4. makes My mother makes cake and you mother makes pie.
5. something Something big and something small
Something short and something tall.
6. blue The flag is red, white and blue.

Simple flash

4. makes
5. something
6. blue

Present words with partial clue

1. can For our play we will need a girl who can dance.
2. find "Who will help me find the cat?"
3. I "Who is upstairs?", asked Dick. "It is I," said Mother.

THE HISTORY

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Present words with obvious clue

7. yellow You are such a funny fellow
Jack O'Lantern round and yellow.
8. red Traffic lights are green, yellow, and red.

Simple flash

7. red
8. yellow

Present words with no clue

1. can "Which one of you can sing?"
2. find "Who can find the ball?"
3. I Jack and I are going to the ball game.

Present words with partial clue

4. makes "The merry-go-round makes me dizzy," said Jane.
5. something Look under your bed and you will find something.
6. blue The color of the sky is blue.

Present words with partial clue

7. yellow In painting pictures we make the sun yellow.
8. red Santa Claus' suit is bright and gay. It is red.

Present words with no clue

4. makes Jane makes a lovely angel for the play.
5. something Here is something for you.
6. blue Her dress is blue.

THE HISTORY OF THE

REIGN OF

CHARLES THE FIRST

IN WHICH ARE CONTAINED THE PARTICULARS OF HIS REIGN, AND THE

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THE HISTORY OF THE

REIGN OF

CHARLES THE FIRST

IN WHICH ARE CONTAINED THE PARTICULARS OF HIS REIGN, AND THE

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REASON

Present words with no clue

7. yellow Her pencil is yellow.
8. red The ball is red.

Present phrases

Jane's dress is blue and yellow.
Dick said, "I can find the ball."
Dick always makes something red.
Jane saw my big yellow boat.

THE HISTORY OF THE

REIGN OF KING CHARLES THE FIRST

BY SAMUEL JOHNSON

IN THREE VOLUMES

VOLUME THE FIRST

LONDON: Printed by A. MILLAR, in Pall-mall.

MDCCLXXII.

1772.

FIFTH DAYPresent words for review with partial clue

can She helped her mother open the can of peas.
find They could not find the pencil.
I Mother wanted to know where I was going.
makes What is it he makes out of the paper?
something This is something for you.
blue "What color is your new dress?" "It is blue!"
yellow Jane likes the color yellow.
red The brightest book was the red one.

FIFTH DAY

Present words with obvious clue

1. cars In a garage we keep cars.
2. boats The children sailed their boats in the water.
3. wants When a dog scratches at the door we know that he wants to go out.

Simple flash

1. boats
2. cars
3. wants

Present words with obvious clue

4. said He talked so softly that we couldn't hear what he said.
5. it I have looked everywhere for your sweater and can't find it.
6. ball At recess time Jane bounced her ball.

Simple flash

4. it
5. ball
6. said

Bresent words with partial clue

1. cars Airplanes go faster than trains or cars.
2. boats Steamships and canoes are both kinds of boats.
3. wants When we play tag he always wants to be "It".

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Present words with obvious clue

7. to Mother sent Dick to the store.
8. me The teacher wanted the papers so she said, "Hand your papers to me."

Simple flash

7. to
8. me

Present words with no clue

1. cars Dick was playing with his cars.
2. boats Dick looked in his toy-box and found three boats.
3. wants I wonder what he wants.

Present words with partial clue

4. said "What do you want?", said Dick.
5. it Dick's rubber is lost. Did anyone see where he put it?
6. ball The boys were throwing a ball.

Present words with partial clue

7. to "Will you bring it to me?"
8. me "Will you give the paint to me?"

Present words with no clue

4. said "Yes, I said it."
5. it Put is away.
6. ball Out in the yard Dick found his ball.

THE HISTORY OF THE

REIGN OF

CHARLES THE FIRST

BY

JOHN
BURNET

THE HISTORY OF THE

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BY

Present words with no clue

7. to Children go to school, to bed early, and to
the circus.
8. me Run to me.

Present phrases

"Will you give the book to me?"

Dick has many cars and boats to play with.

Jane wants something red to wear with her dress.

Mother said, "I can find it for you."

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61

SIXTH DAY

Present words for review with partial clue

cars	Parked in the lot were many <u>cars</u> .
boats	Out on the water they could see many <u>boats</u> .
wants	"What is it he <u>wants</u> ?"
said	"Oh, what fun," said Jane.
it	"Where did you throw it?"
ball	Bounce the <u>ball</u> over here.
to	"Hand the papers to me, please."
me	"What are you going to give <u>me</u> ", she asked.

THE STATE

CHAPTER I. THE STATE AND THE PEOPLE	1
CHAPTER II. THE STATE AND THE ECONOMY	15
CHAPTER III. THE STATE AND THE CULTURE	35
CHAPTER IV. THE STATE AND THE POLITICS	55
CHAPTER V. THE STATE AND THE SOCIETY	75
CHAPTER VI. THE STATE AND THE LAW	95
CHAPTER VII. THE STATE AND THE EDUCATION	115
CHAPTER VIII. THE STATE AND THE SCIENCE	135
CHAPTER IX. THE STATE AND THE ARTS	155
CHAPTER X. THE STATE AND THE RELIGION	175

SIXTH DAY

Present words with obvious clue

1. in When it got too cold out the children went in the house.
2. we "Will you go to the store for me?", Mother asked the three boys. "Yes, we will," they answered.
3. you I can play the piano. Can you?

Simple flash

1. in
2. we
3. you

Present words with obvious clue

4. here Mother called Jane and said, "Come over here."
5. for The letter has your name on it so it must be for you.
6. cookies When Mother bakes she makes little round ginger cookies.

Simple flash

4. here
5. cookies
6. for

Present words with partial clue

1. in Dick's toys are kept in a box.
2. we "Where are we going?", asked Jane.
3. you When Dick saw the strange man he said, "Who are you?"

Section 1

Section 1.1

1.1.1. The first part of the document is devoted to the study of the properties of the function $f(x)$ defined by the equation $f(x) = x^2 + 1$. It is shown that the function is strictly increasing on the interval $(0, \infty)$ and strictly decreasing on the interval $(-\infty, 0)$. The minimum value of the function is 1, which is attained at $x = 0$.

1.1.2. The second part of the document is devoted to the study of the properties of the function $g(x)$ defined by the equation $g(x) = x^3 - 1$. It is shown that the function is strictly increasing on the interval $(-\infty, \infty)$ and that it has a root at $x = 1$.

1.1.3. The third part of the document is devoted to the study of the properties of the function $h(x)$ defined by the equation $h(x) = x^4 - 2x^2 + 1$. It is shown that the function is symmetric about the y-axis and that it has a minimum value of 0 at $x = \pm 1$.

Section 1.2

1.2.1

1.2.2

1.2.3

Section 2

2.1. The first part of the document is devoted to the study of the properties of the function $f(x)$ defined by the equation $f(x) = x^2 + 1$. It is shown that the function is strictly increasing on the interval $(0, \infty)$ and strictly decreasing on the interval $(-\infty, 0)$. The minimum value of the function is 1, which is attained at $x = 0$.

2.2. The second part of the document is devoted to the study of the properties of the function $g(x)$ defined by the equation $g(x) = x^3 - 1$. It is shown that the function is strictly increasing on the interval $(-\infty, \infty)$ and that it has a root at $x = 1$.

2.3. The third part of the document is devoted to the study of the properties of the function $h(x)$ defined by the equation $h(x) = x^4 - 2x^2 + 1$. It is shown that the function is symmetric about the y-axis and that it has a minimum value of 0 at $x = \pm 1$.

Section 3

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3.2

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Section 4

4.1. The first part of the document is devoted to the study of the properties of the function $f(x)$ defined by the equation $f(x) = x^2 + 1$. It is shown that the function is strictly increasing on the interval $(0, \infty)$ and strictly decreasing on the interval $(-\infty, 0)$. The minimum value of the function is 1, which is attained at $x = 0$.

4.2. The second part of the document is devoted to the study of the properties of the function $g(x)$ defined by the equation $g(x) = x^3 - 1$. It is shown that the function is strictly increasing on the interval $(-\infty, \infty)$ and that it has a root at $x = 1$.

4.3. The third part of the document is devoted to the study of the properties of the function $h(x)$ defined by the equation $h(x) = x^4 - 2x^2 + 1$. It is shown that the function is symmetric about the y-axis and that it has a minimum value of 0 at $x = \pm 1$.

Present words with obvious clue

7. three Baby said, "I can count -- one, two, three."
8. one What jolly old man brings Christmas fun?
Why Santa -- he's the very one.

Simple flash

7. one
8. three

Present words with no clue

1. in "Are you in?"
2. we "What can we do today?"
3. you You and I will go.

Present words with partial clue

4. here Put the papers there and the crayons here.
5. for "Will you go to the store for me?"
6. cookies Mother baked ^a cake and some cookies.

Present words with partial clue

7. three Our flag has three colors in it.
8. one The children saw many robins but only one bluebird.

Present words with no clue

4. here Jane said, "Here I come."
5. for "Who is the cake for?"
6. cookies "Here are two cookies," said Mother.

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Present words with no clue

7. three Here are three pencils.
8. one Give me one book.

Present phrases

Here are some cookies for you.

There are three for you and three for me.

We said that we would give it to you.

Baby ate three cookies.

REPORT ON THE PROGRESS OF THE WORK

OF THE

COMMISSIONERS OF THE

LAND OFFICE

FOR THE YEAR 1881

BY

THE

COMMISSIONERS

SEVENTH DAYPresent words for review with partial clue

in	First he went out and then he came <u>in</u> .
we	"Let's play," said Dick. <u>We</u> can have fun.
you	If your name is on it, it's for <u>you</u> .
here	There is the table and <u>here</u> is the chair.
for	"What can I do <u>for</u> you?", asked the grocer.
cookies	We like to eat <u>cookies</u> .
three	Baby can count to <u>three</u> .
one	A dollar means <u>one</u> dollar.

TABLE I

Summary of the results of the experiments on the effect of the concentration of the solution on the rate of reaction

Concentration of the solution (M)	Rate of reaction (M/min)
0.1	0.0012
0.2	0.0024
0.3	0.0036
0.4	0.0048
0.5	0.0060
0.6	0.0072
0.7	0.0084
0.8	0.0096
0.9	0.0108
1.0	0.0120

66

SEVENTH DAY

Present words with obvious clue

1. where The whirling snowflakes fill the air
And fall around us every where.
2. a For her birthday she got: a hat, a coat and a dress.
3. two A dog has four legs; we have two legs.

Simple flash

1. where
2. two
3. a

Present words with obvious clue

4. house A bird lives in a nest; we live in a house.
5. family People who live together in a house and are
related are called a family.
6. fun Playing games is a lot of fun.

Simple flash

4. family
5. house
6. fun

Present words with partial clue

1. where "Do you know where Mary is?"
2. a "See the sun," said Jane. Isn't it a nice day?"
3. two Next year Jane will be in grade two.

THE STATE OF NEW YORK

IN SENATE

January 1, 1891

REPORT OF THE COMMISSIONERS OF THE LAND OFFICE

ALBANY

1891

IN SENATE

January 1, 1891

REPORT OF THE COMMISSIONERS OF THE LAND OFFICE

ALBANY

1891

IN SENATE

January 1, 1891

Present words with obvious clue

7. this Holding up the red block she said, "You find one just like this one."
8. guess In this game I can't tell you the answer, you'll have to guess.

Simple flash

7. guess
8. this

Present words with no clue

1. where I cannot tell you where it belongs.
2. two We have two pets.
3. a The boys had a race.

Present words with partial clue

4. house Little girls like to play house.
5. family Mother, Father, Dick, Jane, and Baby are called a family.
6. fun On the farm the children had a lot of fun.

Present words with partial clue

7. this "Find me a block like this one."
8. guess "Something is in one of my hands. Can you guess which one?"

Present words with no clue

4. house "Look at this big house," said Jane.
5. family "Do you have a big family?"
6. fun "That is fun," said Jane.

THE HISTORY OF THE UNITED STATES

CHAPTER I. THE DISCOVERY OF AMERICA. 1492. COLUMBUS'S VOYAGE. THE FIRST SETTLEMENTS. THE INDIAN TRIBES. THE ENGLISH SETTLEMENTS. THE PURITANS. THE REVOLUTIONARY WAR. THE CONSTITUTION. THE UNION.

CHAPTER II. THE DISCOVERY OF AMERICA.

1492. COLUMBUS'S VOYAGE. THE FIRST SETTLEMENTS. THE INDIAN TRIBES. THE ENGLISH SETTLEMENTS. THE PURITANS. THE REVOLUTIONARY WAR. THE CONSTITUTION. THE UNION.

CHAPTER III. THE DISCOVERY OF AMERICA.

1492. COLUMBUS'S VOYAGE. THE FIRST SETTLEMENTS. THE INDIAN TRIBES. THE ENGLISH SETTLEMENTS. THE PURITANS. THE REVOLUTIONARY WAR. THE CONSTITUTION. THE UNION.

CHAPTER IV. THE DISCOVERY OF AMERICA.

1492. COLUMBUS'S VOYAGE. THE FIRST SETTLEMENTS. THE INDIAN TRIBES. THE ENGLISH SETTLEMENTS. THE PURITANS. THE REVOLUTIONARY WAR. THE CONSTITUTION. THE UNION.

CHAPTER V. THE DISCOVERY OF AMERICA.

1492. COLUMBUS'S VOYAGE. THE FIRST SETTLEMENTS. THE INDIAN TRIBES. THE ENGLISH SETTLEMENTS. THE PURITANS. THE REVOLUTIONARY WAR. THE CONSTITUTION. THE UNION.

CHAPTER VI. THE DISCOVERY OF AMERICA.

1492. COLUMBUS'S VOYAGE. THE FIRST SETTLEMENTS. THE INDIAN TRIBES. THE ENGLISH SETTLEMENTS. THE PURITANS. THE REVOLUTIONARY WAR. THE CONSTITUTION. THE UNION.

Present words with no clue

7. this "What is this?", he asked.
8. guess "Guess," said Father.

Present phrases

Jane was drawing a house.

Only one family lives in our house.

Baby ran in this house.

"This is fun," said Dick as he jumped over the box.

THE UNIVERSITY OF CHICAGO

OFFICE OF THE DEAN OF THE FACULTY

540 EAST 58TH STREET, CHICAGO, ILL. 60637

MEMORANDUM

TO: THE FACULTY

FROM: THE DEAN OF THE FACULTY

SUBJECT: [Illegible]

[Illegible]

EIGHTH DAYPresent words for review with partial clue

where	Jane did not know <u>where</u> she put her book.
a	To have one penny means to have <u>a</u> penny.
two	She wanted not one but <u>two</u> pieces of cake.
house	The building they passed was a big, white <u>house</u> .
family	Your parents and you are called a <u>family</u> .
fun	"This game is <u>fun</u> ," they all said.
this	Holding up a rubber she asked, "Whose it <u>this</u> ?"
guess	She would not ~~tell~~ . We had to <u>guess</u> .

EIGHTH DAY

Present words with obvious clue

1. yes Do most children like ice-cream? Yes.
2. who Jane did not know the lady. She asked her mother who she was.
3. no Should children stay up late at night? No.

Simple flash

1. no
2. who
3. yes

Present words with obvious clue

4. what "I've a surprise for you," said Mother
As the door of the room she did shut
"Yes, I've something for you but you'll never
guess what."
5. are I'm going away today. What are you going to do?
6. do I can sing and dance. What can you do?

Simple flash

4. what
5. do
6. are

Present words with partial clue

1. yes "Will you read to me?", asked Baby. "Yes, I will,"
said Jane.
2. who The man wanted to know who broke his window.
3. no On Saturday there is no school.

Page 100

The first part of the document
 contains a list of names and
 addresses. The list is as follows:

List of Names

100
 100
 100

Second Part of the Document

This part of the document
 contains a list of names and
 addresses. The list is as follows:

Third Part of the Document

100
 100
 100

Fourth Part of the Document

This part of the document
 contains a list of names and
 addresses. The list is as follows:

Present words with obvious clue

7. too When Dick goes to school his dog Spot want to go, too.
8. will "Will you sing for me?", asked Grandmother. "Yes, I will," said Dick.

Simple flash

7. too
8. will

Present words with no clue

1. yes Yes, I can come out.
2. who Who will go with me?
3. no I said, "No".

Present words with partial clue

4. what John wanted to know what was in the box.
5. are Father said to Dick, "Where are you going?"
6. do Mother said, "Please do it now."

Present words with partial clue

7. too The stove was hot so Jane didn't get too near it.
8. will I have finished reading. What will I do now?

Present words with no clue

4. what "Do you know what to do?", he asked.
5. are After running fast the children are out of breath.
6. do What can we do?

THE HISTORY OF THE

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CHAPTER I

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THE HISTORY OF THE

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Present words with no clue

7. too Let's all go too.
8. will How will we make the house?

Present phrases

Can you guess what this is?

Mother said, "What will we do today?"

"What are you reading?", asked Dick.

As the merry-go-round went round and round Jane said,
"Oh, what fun."

The doll was no where to be seen.

July 10, 1911

Dear Mr. [Name]

I have just received your letter of the 7th inst.

and am glad to hear

that you are well and happy.

I am sure you will find the trip very

enjoyable and profitable.

I am sure you will find the trip very

enjoyable and profitable.

I am sure you will find the trip very

NINTH DAYPresent words for review with partial clue

yes	He answered, " <u>Yes</u> ".
who	Do you know <u>who</u> that is?
no	When there isn't ice there is <u>no</u> ice- ~~skating~~ .
are	He asked, "How <u>are</u> you?"
what	Do you know <u>what</u> to make?
do	"How can I <u>do</u> that?", she asked.
too	With all the bundles, Dick's arms were <u>too</u> full to carry anything else.
will	I'll go if you <u>will</u> go.

TABLE

CONTENTS

1. Introduction	1
2. Theoretical Framework	10
3. Methodology	25
4. Results	45
5. Discussion	65
6. Conclusion	85
7. References	95
8. Appendix	105
9. Glossary	115
10. Index	125

NINTH DAY

Present words with obvious clue

1. please When children with good manners ask for something they always say please.
2. she I cannot find Sally. Do you know where she is?
3. laughed The monkeys in the zoo were so funny that Jane laughed and laughed.

Simple flash

1. she
2. please
3. laughed

Present words with obvious clue

4. pretty Her doll was dressed in a blue dress ~~tr~~immed with white lace and bows, It was very pretty.
5. white Coal is black; snow is white.
6. eat When Baby was hungry, what did you give her to eat?

Simple flash

4. pretty
5. eat
6. white

Present words with partial clue

1. please "Will you please get me a dish?"
2. she "Who is she?", Jane asked her Mother.
3. laughed When the clown fell down everybody laughed.

Page 100

THE HISTORY OF THE

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Present words with obvious clue

7. four After three comes four.
 8. he Dick reads very well, doesn't he?

Simple flash

7. he
 8. four

Present words with no clue

1. please Please answer the door.
 2. she Where is she going?
 3. laughed He laughed very loudly.

Present words with partial clue

4. pretty Jane's new doll is very pretty.
 5. white When it is a warm, sunny day the clouds are white.
 6. eat I want something to eat.

Bresent words with partial clue

7. four The clock says four o'clock.
 8. he Do you know where he is?

Present words with no clue

4. pretty Your picture is pretty.
 5. white The dog is white.
 6. eat Baby cannot eat alone.

THE COURT OF COMMONS
IN PARLIAMENT ASSEMBLED
AT WESTMINSTER, THE 10th DAY OF JANUARY 1701

AN ACT

TO
[illegible]

FOR THE BETTER REGULATION

OF THE CUSTOMS AND EXCISES
IN GREAT BRITAIN
AND
IN THE TOWNS OF DUBLIN
AND
IN THE TOWNS OF LONDON AND MIDDLESEX

BY WHICH

THE CUSTOMS AND EXCISES
SHALL BE MORE EASILY
AND MORE EXACTLY
COLLECTED
AND
THE REVENUE THEREOF
BE BETTER SECURED

AND

FOR THE BETTER REGULATION
OF THE CUSTOMS AND EXCISES
IN GREAT BRITAIN

AND

FOR THE BETTER REGULATION
OF THE CUSTOMS AND EXCISES
IN GREAT BRITAIN
AND
IN THE TOWNS OF DUBLIN
AND
IN THE TOWNS OF LONDON AND MIDDLESEX

Present words with no clue

7. four Dick has four trucks.
8. he "Who is he?", she asked.

Present phrases

When she laughed Jane ~~looked~~ pretty.

Jane said, "What a pretty white dress, Mother."

"Please will you buy it for me?"

"Can you eat four cookies?", asked Grandmother.

THE JOURNAL OF THE

ROYAL ANTHROPOLOGICAL INSTITUTE

OF GREAT BRITAIN AND IRELAND

Volume 100

Part 1

1970

Published by the Royal Anthropological Institute

21, BEDFORD SQUARE, LONDON, W.C.1

TENTH DAYPresent words for review with partial clue

please	You must always remember to say <u>please</u> , and thank you.
she	Who is <u>she</u> ?
laughed	When he teased Jane, she <u>laughed</u> .
pretty	Her long hair is very <u>pretty</u> .
white	The clouds looked very <u>white</u> .
eat	What did you <u>eat</u> for dinner?
four	Today Betty is <u>four</u> years old.
he	There is Jim. What is <u>he</u> going to do?

List of names	
1. John Smith	1850
2. Mary Jones	1855
3. Robert Brown	1860
4. Elizabeth White	1865
5. William Black	1870
6. Sarah Green	1875
7. James Grey	1880
8. Anna Hall	1885
9. George King	1890
10. Margaret Lee	1895

TENTH DAY

Present words with obvious clue

1. get I left my pencil over there. Will you get it for me?
2. ride Dick got a new bicycle so he went for a ride.
3. went When did you go away? I went away yesterday.

Simple flash

1. get
2. went
3. ride

Present words with obvious clue

4. at Jane is not at home. She is at school.
5. farm Farmers live on a farm.
6. grandmother My grandfather and grandmother live on a farm.

Simple flash

4. farm
5. at
6. grandmother

Present words with partial clue

1. get What did you get at the store?
2. ride To travel we have to ride on trains.
3. went For Thanksgiving dinner we all went to the farm.

Table 1

Summary of the data collected

Item	Value
1	100
2	200
3	300

Table 2

100
200
300

Summary of the data collected

Item	Value
1	100
2	200
3	300

Table 3

100
200
300

Summary of the data collected

Item	Value
1	100
2	200
3	300

Present words with obvious clue

7. grandfather My grandmother's husband is my grandfather.
 8. say We could not hear you. What did you say?

Simple flash

7. say
 8. grandfather

Present words with no clue

1. get The man said, "Get out of here."
 2. ride He went for a ride.
 3. went After dinner we went out.

Present words with partial clue

4. at Dick forgot his book at home.
 5. farm Pigs and cows live on a farm.
 6. grandmother That lady is my grandmother.

Present words with partial clue

7. grandfather The man with my sister is my grandfather.
 8. say We liked your poem. Will you say it again?

Present words with no clue

4. at Let's leave at nine o'clock.
 5. farm They saw a farm along the road.
 6. grandmother Here comes my grandmother.

THE HISTORY OF THE

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Present words with no clue

7. grandfather My grandfather milks the cows.
8. say Do not say that.

Present phrases

My grandmother and grandfather live on a farm.

What did he say to you?

Where was it he went yesterday?

Last summer Dick and Jane visited at a farm.

"Where can we get a ride?", asked Father.

ELEVENTH DAYPresent words for review with partial clue

- get They had no butter so I could not get any.
- ride Did you ever ride a bicycle?
- went He did not know how fast he really went.
- at To be on time we will leave at nine.
- farm They passed a big white farm house.
- grandmother The women are my mother, my aunt, and my grand-
mother.
- grandfather The men are my father, my uncle, and my grand-
father.
- say What did you say to me?

ELEVENTH DAYPresent words with obvious clue

1. pony A small horse is called a pony.
2. horses Three men came galloping down the road on their horses.
3. on When it rains Jane has to put her rubbers on.

Simple flash

1. horses
2. on
3. pony

Present words with obvious clue

4. fast Dick is not slow. He runs very fast.
5. good He is not a bad boy; he is a good boy.
6. saw At the circus the children saw many wild animals.

Simple flash

4. good
5. saw
6. fast

Present words with partial clue

1. pony For his pet he had a brown and white pony.
2. horses Some people like to ride on horses.
3. on The magazine is on the table.

THE HISTORY OF

THE CITY OF BOSTON

FROM THE FIRST SETTLEMENT TO THE PRESENT TIME

IN TWO VOLUMES. VOL. I.

BY NATHANIEL BENTLEY.

THE HISTORY OF

THE CITY OF BOSTON

FROM THE FIRST SETTLEMENT TO THE PRESENT TIME

IN TWO VOLUMES. VOL. II.

THE HISTORY OF

THE CITY OF BOSTON

FROM THE FIRST SETTLEMENT TO THE PRESENT TIME

IN TWO VOLUMES. VOL. III.

THE HISTORY OF

THE CITY OF BOSTON

FROM THE FIRST SETTLEMENT TO THE PRESENT TIME

IN TWO VOLUMES. VOL. IV.

THE HISTORY OF

THE CITY OF BOSTON

FROM THE FIRST SETTLEMENT TO THE PRESENT TIME

IN TWO VOLUMES. VOL. V.

Present words with obvious clue

7. hen "Who will help me make the bread?", asked the Little Red Hen.
8. eggs A hen lays eggs.

Simple flash

7. hen
8. eggs

Present words with no clues

1. pony Jane wanted to have a pony.
2. horses In the circus are many horses.
3. on Put your coat on.

Present words with partial clue

4. fast The merry-go-round went very fast.
5. good The pie smelled very good.
6. saw Dick needed a hammer and a saw.

Present words with partial clue

7. hen A hen lays eggs.
8. eggs For breakfast he ate two eggs.

Present words with no clue

4. fast **How** fast can you walk?
5. good His dog was a good dog.
6. saw What were some of the things you saw?

Present words with no clue

7. hen He saw a hen.

8. eggs He broke the eggs.

Present phrases

Dick had a ride on a fast pony.

"That was a good ride," said Dick.

Mother went to the farm to get eggs.

Grandfather has some very fast horses.

THE UNIVERSITY OF CHICAGO

LIBRARY

1950

THE UNIVERSITY OF CHICAGO
LIBRARY
1950

TWELFTH DAYPresent words for review with partial clue

pony	Dick wanted to ride on the brown <u>pony</u> .
horses	We see many cows and <u>horses</u> in the country.
on	The vase of flowers was <u>on</u> the table.
fast	Are you a slow or <u>fast</u> worker?
good	The news was not bad but <u>good</u> .
saw	At the airport the children <u>saw</u> some planes.
hen	We saw three chickens and one <u>hen</u> in the yard.
eggs	To bake a cake Mother needs <u>eggs</u> .

TWELFTH DAY

Present words with obvious clue

1. ran I have lost my dog. He ran away.
2. have Do you have a sled? I do not have one.
3. chickens A mother hen has little chickens.

Simple flash

1. have
2. ran
3. chickens

Present words with obvious clue

4. but The little lame boy could walk but not run.
5. barn Some farm animals live in a big barn.
6. they The boys and girls played hide and seek,
And said they'd go this way.
But I can't find them anywhere,
Oh where, oh where are they?

Simple flash

4. barn
5. but
6. they

Present words with partial clue

1. ran The boy fell when he ran.
2. have What is it you have to do today?
3. chickens We feed corn to chickens.

CHAPTER I

THE HISTORY OF THE UNITED STATES

- 1. The first settlement in America was made by the Spaniards in 1492.
- 2. The first English settlement was made by the Pilgrims in 1620.
- 3. The first American Revolution was fought in 1776.
- 4. The first American Constitution was adopted in 1787.

CHAPTER II

- 1. The first American war was fought in 1776.
- 2. The first American peace was made in 1783.
- 3. The first American treaty was signed in 1794.
- 4. The first American constitution was adopted in 1787.

CHAPTER III

- 1. The first American war was fought in 1776.
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CHAPTER IV

- 1. The first American war was fought in 1776.
- 2. The first American peace was made in 1783.
- 3. The first American treaty was signed in 1794.
- 4. The first American constitution was adopted in 1787.

CHAPTER V

- 1. The first American war was fought in 1776.
- 2. The first American peace was made in 1783.
- 3. The first American treaty was signed in 1794.
- 4. The first American constitution was adopted in 1787.

Present words with obvious clue

7. black Snow is white; coal is black.
8. did I didn't know that Jim was going to move away,
did you?

Simple flash

7. black
8. did

Present words with no clue

1. ran He ran quickly.
2. have "What can I have?", she asked her mother.
3. chickens He counted ten chickens in his yard.

Present words with partial clue

4. but He can run and jump but not skip.
5. barn The big red building is a barn.
6. they How fast can they run?

Present words with partial clue

7. black We know it will rain when the clouds get black.
8. did Where did he go?

Present words with no clue

4. but I will go but not play.
5. barn He walked to the barn.
6. they "What are they?", the children asked.

THE UNITED STATES OF AMERICA

1917

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Present words with no clue

7. black She has black hair.
8. did Did you break the window?

Present phrases

The grocer didn't have bananas, but he did have eggs.

On a farm they have many chickens.

They ran to the barn.

There are many feathers on chickens.

The black horses are very pretty.

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ASTOR LENOX TILDEN FOUNDATION

500 FIFTH AVENUE, NEW YORK, N. Y.

BOOKS

THE NEW YORK PUBLIC LIBRARY

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THE NEW YORK PUBLIC LIBRARY

ASTOR LENOX TILDEN FOUNDATION

THIRTEENTH DAYPresent words for review with partial clue

ran	When the sewing basket fell, the cat <u>ran</u> away.
have	If you ever need a drum, remember that I <u>have</u> one.
chickens	Scratching in the dirt were some <u>chickens</u> .
but	I will do it <u>but</u> not like it.
barn	The children played in the big <u>barn</u> .
they	Where are the boys and how are <u>they</u> ?
black	On Halloween we see <u>black</u> cats and witches.
did	When he hurt his arm what <u>did</u> you do?

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THE UNIVERSITY OF CHICAGO

THIRTEENTH DAY

Present words with obvious clue

1. cat The dog chased the cat up a tree.
2. kittens Baby cats are called kittens.
3. dog A puppy is a baby dog.

Simple flash

1. kittens
2. dog
3. cat

Present words with obvious clue

4. pig Although it was not very big
 It was a fine, plump little pig.
5. cows The animals that give us milk are cows.
6. wanted She did not want to help; but she wanted to play.

Simple flash

4. wanted
5. pig
6. cows

Present words with partial clue

1. cat The animal he saw was a little cat.
2. kittens The animals who lost their mittens were the three
 little kittens.
3. dog Running after the car was a little dog.

Present words with obvious clue

7. new Mother bought me a coat today. It is brand new.
8. with Bob is going to the park with Dick. Will you go with me?

Simple flash

7. new
8. with

Present words with no clue

1. cat Asleep on the sofa was a cat.
2. kittens She was playing with the kittens.
3. dog "This is my dog," said Dick.

Present words with partial clue

4. pig The farm baby was a little pig.
5. cows On his farm grandfather has three brown and white cows.
6. wanted She did not know what she wanted.

Present words with partial clue

7. new Jane went to a party so she wore her new dress.
8. with Whom did you play with yesterday?

Present words with no clue

4. pig Do you like to look at a pig?
5. cows The cows are eating.
6. wanted Jane wanted to sing.

Present words with no clue

7. new Do you have anything new?
8. with Put it there with my coat.

Present phrases

Jane wanted to have black kittens for her pets.

"Yes, they did have to go home," said Dick.

Jane wanted kittens to play with.

The farmer had three new pigs on his farm.

FOURTEENTH DAYPresent words for review with partial clue

cat	The animal we have is a <u>cat</u> .
dog.	Dick's pet is a <u>dog</u> .
kittens	Do you like to pet <u>kittens</u> ?
pig	The animal she likes best is the pink little <u>pig</u> .
cows	We get our milk from <u>cows</u> .
wanted	Did you find out what the <u>man wanted</u> ?
new	She bought a <u>new</u> dress for the party.
with	Can I go <u>with</u> you?

THE UNIVERSITY OF CHICAGO

THE DIVISION OF THE PHYSICAL SCIENCES

DEPARTMENT OF CHEMISTRY

LABORATORY OF ORGANIC CHEMISTRY

REPORT ON THE PROGRESS OF WORK DURING THE YEAR 1954

BY ROBERT M. WATSON

Submitted to the Division of the Physical Sciences

in partial fulfillment of the requirements for the degree of

Doctor of Philosophy

FOURTEENTH DAY

Present words with obvious clue

1. sat Humpty-Dumpty sat on a wall.
2. ate After Dick finished eating his dinner he said, "I ate all my dinner."
3. pet My puppy's tongue is pink and wet, I love my funny little pet.

Simple flash

1. sat
2. pet
3. ate

Present words with obvious clue

4. home After school we should go right home.
5. rabbit Dick's pet has long ears and a short tail. It is a rabbit.
6. thank When something is given to a polite person they always say thank you.

Simple flash

4. thank
5. home
6. rabbit

Present words with partial clue

1. sat Jane was tired so she sat down.
2. ate My candy is gone. Who ate it?
3. pets Animals in a schoolroom are called pets.

REVENUE

THE REVENUE OF THE DISTRICT OF COLUMBIA

1. Tax on the sale of real estate	100	100
2. Tax on the sale of personal property	100	100
3. Tax on the sale of liquor	100	100
4. Tax on the sale of tobacco	100	100
5. Tax on the sale of other articles	100	100

THE REVENUE OF THE DISTRICT OF COLUMBIA

100	100
100	100
100	100

THE REVENUE OF THE DISTRICT OF COLUMBIA

1. Tax on the sale of real estate	100	100
2. Tax on the sale of personal property	100	100
3. Tax on the sale of liquor	100	100
4. Tax on the sale of tobacco	100	100
5. Tax on the sale of other articles	100	100

THE REVENUE OF THE DISTRICT OF COLUMBIA

100	100
100	100
100	100

THE REVENUE OF THE DISTRICT OF COLUMBIA

1. Tax on the sale of real estate	100	100
2. Tax on the sale of personal property	100	100
3. Tax on the sale of liquor	100	100
4. Tax on the sale of tobacco	100	100
5. Tax on the sale of other articles	100	100

Present words with obvious clue

7. ducks The cows say moo; the hens say cluck
 And quack, quack say the little ducks.
8. good-by When we leave the house and go to school we
 should say good-by to our Mother.

Simple flash

7. ducks
8. good-by

Present words with no clue

1. sat He sat down.
2. ate What was it you ate?
3. pets Children take care of their pets.

Present words with partial clue

4. home Where I live is called my home.
5. rabbit The animal hopped away. It was a rabbit.
6. thank "How can I ever thank you?", she said.

Present words with partial clue

7. ducks Swimming in the water were four little ducks.
8. good-by They waved their hands and said good-by.

Present words with no clue

4. home Here is my home.
5. rabbit The hunters were looking for a rabbit.
6. thank "Thank you," said Dick.

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF THE HISTORY OF ARTS
AND ARCHITECTURE
OFFICE OF THE CURATOR
OF THE MUSEUM OF ARTS AND ARCHITECTURE
540 EAST 57TH STREET, CHICAGO, ILL. 60637

Dear Sir:

I am very pleased to hear from you and
thank you for your letter of the 15th inst.
concerning the matter of the
loan of the book to the University of Chicago.

I am sure that the book will be
very useful to you and I am sure
that you will find it very interesting.
I am sure that you will find it very
interesting and I am sure that you will
find it very useful.

I am sure that the book will be
very useful to you and I am sure
that you will find it very interesting.
I am sure that you will find it very
interesting and I am sure that you will
find it very useful.

I am sure that the book will be
very useful to you and I am sure
that you will find it very interesting.
I am sure that you will find it very
interesting and I am sure that you will
find it very useful.

Present words with no clue

7. ducks The boy was watching some ducks.

8. good-by He said, "Good-by."

Present phrases

They all had new pets at home.

The children sat with their friends.

There were pigs and cows on the farm.

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FIFTEENTH DAYPresent words for review with partial clue

sat	When he got tired he <u>sat</u> down.
ate	Since we were hungry we <u>ate</u> a lot.
pets	Do you have any <u>pets</u> ?
home	After school I always go <u>home</u> .
rabbits	At Easter time we see many white <u>rabbits</u> .
thank	After Mother gave Jane the candy, Jane said, " <u>Thank</u> you."
ducks	In the pond were some <u>ducks</u> .
good-by	He waved and said <u>good-by</u> .

THE HISTORY OF THE

REIGN OF KING CHARLES THE FIRST

BY SAMUEL JOHNSON

IN TEN VOLUMES

LONDON

PRINTED BY A. MILLAR

IN THE Strand, near St. Martin's Church

1729

Printed by A. MILLAR

in the Strand, near St. Martin's Church

1729

FIFTEENTH DAY

Present words with obvious clue

1. toys Dick and Jim are two little boys
Who have a lot of bright new toys.
2. happy Jane is always smiling so we know she is happy.
3. out It was too nice to stay in so they went out.

Simple flash

1. happy
2. out
3. toys

Present words with obvious clue

4. well When you are not sick you are well.
5. must "Must I drink my milk?", asked Jane. "Yes, you must" said Mother.
6. now I need sugar so you have to go to the store right now.

Simple flash

4. must
5. now
6. well

Present words with partial clue

1. toys Jane cried when she broke her toys.
2. happy Another way of saying someone is glad is to say
he is happy.
3. out Close the door on your way out.

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Volume 1, Number 1, Spring 1955

CONTENTS

Page
1
2
3

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CONTENTS

Page
1
2
3

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Volume 1, Number 1, Spring 1955

100 EAST 57TH STREET, NEW YORK 22, N.Y.

Present words with obvious clue

7. hop A bird can fly; a rabbit can hop.
8. all Nobody will stay at home this time. We will all go.

Simple flash

7. all
8. hop

Present words with no clue

1. toys He wanted toys for his birthday.
2. happy Christmas is a happy time of year.
3. out She looked out of the window.

Present words with partial clue

4. must I want to be in the play. What must I do?
5. well Some people get water from a sink and some get it from a well.
6. now Shall I do it after or now?

Present words with partial clue

7. hop Do not walk or run this time but hop.
8. all When the party started none of the children knew how to play the game. When it was over all of them knew how.

Present words with no clue

4. must "Must I go home now?"
5. well Don't you feel well?
6. now Let's play the game now.

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1954

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1954

Present words with no clue

7. hop Now I want you to hop.
8. all Where are all the people?

Present phrases

A rabbit must hop in order to move.

The children all sat on the floor.

The baby was well and happy now.

I must thank you for the toys.

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1965

SIXTEENTH DAY

Present words for review with partial clue

- | | |
|-------|---|
| toys | For Christmas Baby got many pretty <u>toys</u> . |
| happy | He sings when he is <u>happy</u> . |
| out | Let the dog go <u>out</u> . |
| well | You look pale, don't you feel <u>well</u> ? |
| must | To join the club what <u>must</u> I do? |
| now | It's starting to rain. Should we go <u>now</u> or wait? |
| hop | She can skip, jump, run, and <u>hop</u> . |
| all | Not just two or three of you but <u>all</u> of you. |

SIXTEENTH DAY

Present words with obvious clue

1. came "Let's play that funny running game"
Dick said as down the path he came.
2. looked There was an airplane in the sky so the boy
looked up.
3. bump When my sled goes over an icy bump
Off I tumble and get a bump.

Simple flash

1. looked
2. came
3. bump

Present words with obvious clue

4. animals Dogs, horses, and rabbits are all animals.
5. into After playing outdoors Jane went into the house .
6. talk When a baby starts to make sounds we say he is
learning how to talk.

Simple flash

4. animals
5. into
6. talk

Present words with partial clue

1. came When Miss Muffet was sitting on a tuffet a spider
came along.
2. looked How surprised Jane looked when she fell down.
3. bump When Jane fell she got a big bump on her forehead.

THE HISTORY OF THE

REIGN OF KING CHARLES THE FIRST

IN THE YEAR 1649

BY JOHN BURNET

IN TWO VOLUMES

LONDON

Printed by J. Sturges, at the
Sign of the Anchor, in St. Dun-
stons Church-yard, 1725.

THE HISTORY OF THE

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stons Church-yard, 1725.

THE HISTORY OF THE

REIGN OF KING CHARLES THE FIRST

IN THE YEAR 1649

BY JOHN BURNET

Present words with obvious clue

7. soon When in the sky we see the moon
We know it will be night quite soon.
8. that He went this way and that way.

Simple flash

7. soon
8. that

Present words with no clue

1. came We came back yesterday.
2. looked Some of the monkeys looked very funny.
3. bump Where did you bump your head?

Present words with partial clue

4. animals In a circus we see animals.
5. into Dick put his hand into his pocket.
6. talk We did not like to hear the man talk.

Present words with partial clue

7. soon She will be here very soon.
8. that Where can I get a suit like that one?

Present words with no clue

4. animals There were four animals on the street.
5. into Let's jump into the haystack.
6. talk Do not talk so loudly.

1. The first part of the book is devoted to a general survey of the history of the subject. It begins with a discussion of the early attempts to explain the origin of life, and then proceeds to a more detailed examination of the various theories that have been advanced. The author's own views are given in the last chapter of this section.

2. The second part of the book is devoted to a detailed examination of the various theories that have been advanced. It begins with a discussion of the early attempts to explain the origin of life, and then proceeds to a more detailed examination of the various theories that have been advanced. The author's own views are given in the last chapter of this section.

3. The third part of the book is devoted to a detailed examination of the various theories that have been advanced. It begins with a discussion of the early attempts to explain the origin of life, and then proceeds to a more detailed examination of the various theories that have been advanced. The author's own views are given in the last chapter of this section.

4. The fourth part of the book is devoted to a detailed examination of the various theories that have been advanced. It begins with a discussion of the early attempts to explain the origin of life, and then proceeds to a more detailed examination of the various theories that have been advanced. The author's own views are given in the last chapter of this section.

5. The fifth part of the book is devoted to a detailed examination of the various theories that have been advanced. It begins with a discussion of the early attempts to explain the origin of life, and then proceeds to a more detailed examination of the various theories that have been advanced. The author's own views are given in the last chapter of this section.

6. The sixth part of the book is devoted to a detailed examination of the various theories that have been advanced. It begins with a discussion of the early attempts to explain the origin of life, and then proceeds to a more detailed examination of the various theories that have been advanced. The author's own views are given in the last chapter of this section.

Present words with no clue

7. soon How soon can you do it?
8. that What can that be?

Present phrases

Be careful so you ~~won't~~ bump into the table.

She looked into the room.

The people all came into the store.

The animals looked happy after they ate.

The rabbits will all hop out of their house if it isn't fenced in.

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DEPARTMENT OF THE HISTORY OF ARTS

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DATE OF RECEIPT: 11/11/71

BY: [illegible]

FOR: [illegible]

SEVENTEENTH DAY

Present words for review with partial clue

- | | |
|---------|--|
| came | When was it that ~~letter~~ <u>came</u> ? |
| looked | When the girl broke her doll she <u>looked</u> sad. |
| bump | After falling he felt a <u>bump</u> on his head. |
| animals | In the circus there are many <u>animals</u> . |
| into | Pour the water <u>into</u> the flower pot. |
| talk | Baby is learning how to <u>talk</u> . |
| soon | I haven't much time so be here <u>soon</u> . |
| that | Jane does not like this coat; she likes <u>that</u> one. |

Table 1

Summary of the results of the analysis of variance

Source of variation	Sum of squares	D.F.	Mean square	F	Prob.
Between groups	10.00	4	2.50	1.50	0.20
Within groups	12.00	16	0.75		
Total	22.00	20			
Between groups	10.00	4	2.50	1.50	0.20
Within groups	12.00	16	0.75		
Total	22.00	20			
Between groups	10.00	4	2.50	1.50	0.20
Within groups	12.00	16	0.75		
Total	22.00	20			
Between groups	10.00	4	2.50	1.50	0.20
Within groups	12.00	16	0.75		
Total	22.00	20			

SEVENTEENTH DAY

Present words with obvious clue

1. there Three little blackbirds sitting in a tree
One flew away and then there were two.
2. so When children are good; And want Santa to know
They're polite to their elders; And answer
just so.
3. doll A toy that looks like a baby is a doll.

Simple flash

1. so
2. there
3. doll

Present words with obvious clue

4. birthday Jane is six years old today. It is her birthday.
5. likes He does not like to word; but he likes to play.
6. our That is not their book; it is our book.

Simple flash

4. likes
5. our
6. birthday

Present words with partial clue

1. there She did not remember is she left it there.
2. so I can go to the store because Mother said so.
3. doll Her favority toy is a doll.

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THE UNIVERSITY OF CHICAGO PRESS

Present words with obvious clue

7. friends If you like other children and they like you we say you are good friends.
8. boy Jane is a girl; Dick is a boy.

Simple flash

7. boy
8. friends

Present words with no clue

1. there She put it there.
2. so My doll is so big.
3. doll Jane could not find her doll.

Present words with partial clue.

4. likes Dick plays with his friends because he likes them.
5. our If it is in our desk it is our book.
6. birthday I am going to a birthday party.

Present words with partial clue

7. friends On Christmas we give presents to our family and our friends.
8. boy Before a man grows up he is a boy.

Present words with no clue

4. likes What is it he likes?
5. our It is our turn.
6. birthday Today is her birthday.

THE HISTORY OF THE

REIGN OF KING CHARLES THE FIRST

IN THE YEAR 1649

CHAPTER I

1649

1649

THE HISTORY OF THE

REIGN OF KING CHARLES THE FIRST

IN THE YEAR 1649

1649

THE HISTORY OF THE

REIGN OF KING CHARLES THE FIRST

IN THE YEAR 1649

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REIGN OF KING CHARLES THE FIRST

IN THE YEAR 1649

1649

THE HISTORY OF THE

REIGN OF KING CHARLES THE FIRST

IN THE YEAR 1649

1649

Present words with no clue

7. friends She has many friends.
8. boy "Look at the boy," he said.

Present phrases

Will you see our friends soon?

"Jane likes that doll," said Mother.

Mother and Father said, "Have you seen our boy, Dick?"

Baby got a pretty birthday doll.

THE [illegible] [illegible]

[illegible] [illegible] [illegible]

[illegible] [illegible] [illegible] [illegible]

[illegible]

[illegible] [illegible] [illegible]

[illegible] [illegible] [illegible] [illegible]

[illegible] [illegible] [illegible] [illegible] [illegible]

[illegible] [illegible] [illegible] [illegible]

EIGHTEENTH DAY

Present words for review with partial clue

there	He pointed to the train over <u>there</u> .
so	"Why is that <u>so</u> ?", he asked.
doll	Baby was playing with her <u>doll</u> .
birthday	This is a <u>birthday</u> party.
likes	Mother invited her friends over because she <u>likes</u> company.
our	Dick and Jane said, "Spot is <u>our</u> dog."
friends	Do you have any close <u>friends</u> ?
boy	That little <u>boy</u> is in my room.

THE UNIVERSITY OF CHICAGO

DEPARTMENT OF CHEMISTRY

REPORT ON THE RESEARCH OF

DR. J. H. HARRIS

FOR THE YEAR 1911

BY

DR. J. H. HARRIS

CHICAGO, ILL.

1912

PRINTED BY THE UNIVERSITY OF CHICAGO PRESS

EIGHTEENTH DAY

Present words with obvious clue

1. girl Dick is a boy; Jane is a girl.
2. children Boys and girls are called children.
3. under The ball rolled under the chair.

Simple flash

1. children
2. under
3. girl

Present words with obvious clue

4. am "Who is going to buy stamps today?", asked the teacher. "I am," said Dick.
5. tail A rabbit has long ears and a short tail.
6. was Dick ate a lot for supper because he was hungry.
7. school When children want to learn to read and write they go to school.

Simple flash

4. tail
5. am
6. school
7. was

Present words with partial clue

1. girl In playing house the mother is a girl.
2. children In the school yard there were many children.
3. under Jane looked on top and under the bed for her doll.

THE HISTORY

OF THE

REIGN OF

CHARLES THE FIRST

BY

JOHN BURNET

1679

1679

1679

THE HISTORY

OF THE

REIGN OF

CHARLES THE FIRST

BY

JOHN BURNET

1679

THE HISTORY

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1679

THE HISTORY

OF THE

REIGN OF

CHARLES THE FIRST

111

Present words with partial clue

4. tail She pulled the dog's tail.
5. am "Guess what I am making," she said.
6. was I found your book. Do you know where it was?
7. school The red building is my school.

Present words with no clue

1. girl We saw a little girl.
2. under "Look under the table," said Mother.
3. children Look at all the children.

Present words with no clue

4. tail Does it have a tail?
5. am "I am up," said Jane.
6. was Jane was playing house.
7. school "Look at the school," he said.

Present phrases.

Baby said, "I am under the table."

He did not know where the school was.

My friend likes children.

There was no school yesterday because of the storm.

THE HISTORY OF THE

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EIGHTEENTH DAY

Present words for review with partial clue

girl	Who is that <u>girl</u> ?
children	Playing in the yard were three little <u>children</u> .
under	The man crawled <u>under</u> the car.
am	"Can you guess what I am?", asked the boy.
tail	She stepped on the dog's <u>tail</u> .
was	The clock was slow so she <u>was</u> late.
school	It is time to go to <u>school</u> .

Individual Oral Reading Inventory I

"Come," said Mother. "We will go to see Grandmother."

"Father will come too."

"Oh," said the children. "What fun! We will have fun on the farm."

So away they all went.

Grandmother was in the farm house.

She had work to do.

Grandfather was with the animals in the barn.

The cows, pigs, horses, and rabbits all wanted to eat.

How happy they were to see the children.

Jane said, "Can I help you make some cookies?"

"Yes," said Grandmother.

Dick said, "Can I help you with the animals?"

"Yes," said Grandfather. "We will go to work now."

"How pretty the cookies are," said Jane.

She saw chicken, kitten and dog cookies.

Grandmother said, "Here are two chickens for Baby,

three kittens for Jane, and three dogs for Dick."

On the way home Dick said, "What fun we had

at the farm."

"Yes," said Jane. "We will have to go soon."

THE HISTORY OF THE

REIGN OF KING CHARLES THE FIRST

BY SAMUEL JOHNSON

IN TEN VOLUMES

LONDON

PRINTED BY A. MILLAR

IN ST. PAULS CHURCH-YARD

1729

IN TWO VOLUMES

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1729

Individual Oral Reading Inventory II

"What will we do?" said Baby.

Jane said, "We will play house with the animals."

"I will go in the barn and see how the horses and cows are."

She saw Grandmother and Grandfather in the barn, too.

"We will have some chickens and pigs for the children."

"You help and go for three kittens, two rabbits, and the dog."

"Yes," said Baby. "Here I go."

Soon the animals were all in the play house.

"I will work now and make pretty cookies

for the animals to eat," said Jane.

Baby wanted to play with the rabbits.

So away they went.

Soon Jane said, "Baby, come home! The animals can eat now."

"We are on the way," said Baby.

The animals had the cookies and went in the barn.

"Oh what fun we had at the farm," said the children
to mother and father.

How happy Jane was and so were Dick and Baby.

THE HISTORY OF THE

REIGN OF

CHARLES THE FIRST

BY

JOHN BURNET

OF

THE UNIVERSITY OF OXFORD

IN TWO VOLUMES

LONDON

Printed by J. Streater, at the

Printers Office, in St. Dunstons Church-yard

1693

By

JOHN BURNET

OF

THE UNIVERSITY OF OXFORD

IN TWO VOLUMES

LONDON

Printed by J. Streater, at the

Name _____ Errors 1. _____ Time 1. _____
2. _____ 2. _____

"Come," said Mother. "We will go to see Grandmother. Father will come too."

"Oh," said the children. "What fun! We will have fun on the farm." So away

they all went. Grandmother was in the farm house. She had work to do. Grandfather was with the animals in the barn. The cows, pigs, horses, and rabbits all wanted to eat. How happy they were to see the children. Jane said, "Can I help you make some cookies?" "Yes," said Grandmother. Dick said, "Can I help you with the animals?" "Yes," said Grandfather. "We will go to work now." "How pretty the cookies are," said Jane. She saw chicken, kitten, and dog cookies. Grandmother said, "Here are two chickens for Baby, three kittens for Jane, and three dogs for Dick." On the way home Dick said, "What fun we had at the farm." "Yes," said Jane. "We will have to go soon."

"What will we do?", said Baby. Jane said, "We will play house with the animals."

"I will go in the barn and see how the horses and cows are." She saw Grandmother and Grandfather in the barn, too. "We will have some chickens and pigs for the children." "You help and go for three kittens, two rabbits, and the dog." "Yes,"

said Baby. "Here I go." Soon the animals were all in the play house. "I will work now and make pretty cookies for the animals to eat," said Jane. Baby wanted to play with the rabbits. So away they went. Soon Jane said, "Baby, come home! The animals can eat now." "We are on the way," said Baby. The animals had the cookies and went in the barn. "Oh, what fun we had at the farm," said the children to mother and father. How happy Jane was and so were Dick and Baby.

Handwritten text in Arabic script, likely a manuscript or letter. The text is written in a cursive style and is arranged in approximately 15 horizontal lines across the page. The ink is dark, and the paper appears aged and slightly yellowed. The handwriting is dense and fills most of the page area.

DIRECTIONS
FOR ADMINISTERING THE
SILENT READING INVENTORY TEST

Write these two sentences on the blackboard clearly.

1. We went in the

horse house mouse

2. The big doll is

pretty yellow little

Read sentence 1 and say, "Here is a sentence (point) that has three words written under it. One of the words finishes the sentence. The word that makes the sentence sound best is the word you underline, like this. (underline the word)

Read the sentence adding the underlined word. (guide your hand under the words.)

Have the children read sentence 2 and give the answer. Tester underline the correct response and read sentence 2 when it is completed.

THE
JOURNAL OF THE
ROYAL ANTHROPOLOGICAL INSTITUTE

Volume 100, Part 1, 1970
The Journal of the Royal Anthropological Institute
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It is a charitable institution registered with the
Inland Revenue for the purposes of the Income Tax
Act, 1918, and with the Commissioners of the
General Land Office for the purposes of the
Land Tax Act, 1891. It is also registered with the
Registrar of Companies for the purposes of the
Companies Act, 1900. The Institute's objects are
to advance the study of anthropology and to
publish the results of research in this field.

Name _____

No. right _____

Total _____

1. We went to the
for farm funny
2. Dick is a boy; Jane is a
girl good guess
3. Cows, ducks, and horses are all
animals all ate
4. The children wanted to play
black big ball
5. When Jane was happy she
little laughed looked
6. On the farm are little yellow
children chairs chickens
7. Now Baby is three; she did have a
birthday black ball
8. The big dog ran
way animals away
9. When children play they have
family fun for
10. The see-saw went up and
down ducks boats

Name _____

No. right _____

1. Dick likes to eat

cows

cookies

cars

2. Jane likes something

play

pony

pretty

3. Dick sat on the little brown

pony

pretty

pigs

4. It was her birthday and she was

thank

the

three

5. We looked at the white

house

have

helps

6. We all play with our

that

toys

tail

7. Her three little kittens were

ball

blue

black

8. Jane had a pretty baby

ball

doll

all

9. Dick and Jane are two little

children

cookies

chickens

10. A boy plays with cars and

baby

boats

black



down	mother
father	play
jump	mother
up	play
go	jump

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Secondly, the document highlights the need for regular reconciliation. By comparing the internal records with external statements, discrepancies can be identified and corrected promptly. This process helps in maintaining the accuracy of the accounts and prevents errors from accumulating over time.

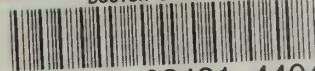
Furthermore, the document stresses the importance of transparency and accountability. All transactions should be clearly labeled and supported by appropriate documentation. This not only helps in tracking the flow of funds but also provides a clear audit trail for future reference.

In conclusion, the document outlines several key principles for effective financial management. These include maintaining accurate records, performing regular reconciliations, and ensuring transparency in all transactions. By adhering to these principles, organizations can ensure the reliability of their financial information and make informed decisions based on accurate data.

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